

Junior College Journal

THIRTY-EIGHTH ANNUAL CONVENTION

March 6-8, 1958 : The Pantlind : Grand Rapids, Michigan

AMERICAN ASSOCIATION OF JUNIOR COLLEGES

JUNIOR COLLEGE JOURNAL

OFFICIAL ORGAN OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

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VOLUME XXVIII

JANUARY, 1958

NUMBER 5

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JUNIOR COLLEGE JOURNAL is published monthly from September to May, inclusive. Subscription: \$4.00 a year, 50 cents a copy. Group subscriptions, to faculty of institutions which are members of the American Association of Junior Colleges: \$2.00 a year. Communications regarding editorial matters should be addressed to James W. Reynolds, College of Education, The University of Texas, P.O. Box 7998, Austin 12, Texas. Correspondence regarding advertisements and subscriptions should be addressed to Jesse B. Bogus, executive secretary of the American Association of Junior Colleges, 1785 Massachusetts Avenue, N.W., Washington 6, D.C. Entered as second-class matter November 22, 1928, at the Post Office at Washington, D.C., under the Act of March 3, 1879, Additional entry at Austin, Texas, August 20, 1949.

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The Expanding Role of the Junior College

C. C. COLVERT

JUNIOR COLLEGES are in an expanding role in the field of education and other community services. During the past 60 years junior colleges have been chiefly concerned with problems of promotion and the achievement of respectability, and much success has accompanied these efforts. The junior college movement has developed in all sections of the country; however, some areas still need junior colleges. The academic quality of work of students in junior colleges is unquestioned, and these institutions are now well accepted. To implement this expanding role and push it into the future, junior colleges must now shift their major emphases to areas other than those of promotion and respectability.

Board members, administrators, faculty members, and communities must take a critical look at just what the junior colleges should do now and in the future which is different from what they have been doing. This new focus will include better program planning to meet student needs, carefully planned plant expansion, larger junior college districts, better financing, and a more effective guidance program. A brief look at these suggested areas will suffice to highlight the innovations junior colleges must consider.

Program Planning and Students. There

must be a radically different approach to the curriculum and community services offered by the junior colleges. Larger enrollments will create the need for greater heterogeneity of curricular offerings in both the day and evening programs. Careful but positive and effective planning by all the forces involved (the board, administrators, faculty, the community) will be necessary to develop the diverse curriculums needed. Administrators and faculty will have to initiate the action toward using this process of cooperative planning. Such a process must not be merely discussed (as frequently has been done in the past) but must be expedited. Group cooperative program planning should include general education, pre-professional-cultural college parallel curriculums, terminal-vocational curriculums, terminal-technical curriculums, and adult education evening school, short courses and multitudinous community services.

Plant. The above-mentioned group-planned curriculums will determine the type of plant and facilities needed to implement them. Too many junior college plants follow the high school pattern of placing all academic facilities under one roof. Rather, the junior college must break away from this tradition and plan a

campus of multiple buildings. Such a plan is more collegiate and better adapted to a future program of expansion. Larger campus sites than those usually chosen in the past must be selected to accommodate the expanding role of the junior college. Few, if any, colleges have a campus which is too large.

Larger Districts. Just as the high school usually serves a single elementary school, a junior college should serve a larger area than the high school. The traditional small junior college district should be abandoned in favor of one large enough to include the area from which the junior college naturally draws its students. Many present junior college districts should be enlarged and proposed new junior college districts designed large enough to include the students in the area to be served as well as the taxable property which will support the students in the college. Much dynamic leadership and thinking through group community or area action will be necessary.

Finance. A larger district will, of course, include the assessed valuation or wealth which will support the education of students from the same area. Too many districts are so small that the income from

the tax levy on such assessed valuation is too meager to finance adequately the larger number of students drawn from the larger area. Such a situation places an unfair tax burden on the small district. With more plant needed for more students all of the assessed valuation in the area from which a majority of the students come must support the junior college; hence, the larger district must become the usual one.

Guidance. As junior colleges in their expanding role increase in enrollment and develop more varied curriculums in larger districts, well-planned guidance programs will be necessary. Not only will students have to be guided *into* certain curriculums, but also they will have to be guided away *from* certain curriculums. The junior college is the people's college and, therefore, must serve all the people. Such a purpose necessitates a guidance program. Administrators, boards, and faculties will have to break away from the all too common practice today of weak and ineffective guidance programs.

These newer concepts must become the usual concepts to accomplish the expanding role of the junior college.

The Community College's Newest Obligation

JOHN B. BARNES

THE INCREASING significance of the community college in American higher education is largely due to the nature and purpose of the community college institution. It is dedicated to serving its primary geographical area—the community. The public acceptance the community college enjoys today speaks lessons to elementary and high schools that shudder at the thought of expressing need for increased teacher's salaries, or in fear of failure, prolong the pain of bond issues. This acceptance likewise reminds senior colleges and universities of the deeper meaning of "public relations."¹

Six Characteristics of a Community College

The respect tendered the community college today is usually seen in direct ratio to the degree of educational service it renders its community. Most community colleges are composites of educational opportunities.

There are essentially six characteristics of a community college. *First*, its educational opportunities are available to all individuals. It is non-selective with regard to race, religion, occupation, educational background. These educational offerings are often in the form of classes,

but increasingly one sees "informal education" as a means of serving individuals and groups. *Second*, like the lower divisions of public education, the community college is in harmony with the tradition of local control and civic responsibility. *Third*, its educational opportunities are either free or financially available to a large section of the people. *Fourth*, the community college's main center is generally geographically accessible to its citizens. Evening programs, noon classes, on-the-job training programs are evidences that the community colleges's life is turned to the people it serves. *Fifth*, its educational programs range from "short courses" to two-year, professional, undergraduate curriculums. *Sixth*, its offerings are as variable as the needs of its community dictate. Usually these include: (a) terminal education² (b) adult education³ (c) preprofessional (d) student per-

¹ Arthur B. Moehlman, *Social Interpretation* (New York: Appleton-Century-Crofts, Inc., 1938).

² Phebe Ward, *Terminal Education in the Junior College* (New York: Harper and Brothers, 1947), p. 25.

³ Reusser defined adult education as "organized learning experiences for adults who are not in a regular day-time school situation, who participate voluntarily, and who have expressed needs. These organized learning experiences may be of three types: (1) directed self-study, (2) directed group activity, and (3) directed participation in community activities."

JOHN B. BARNES is Assistant Director, Department of Community Development, Southern Illinois University, Carbondale, Illinois.

sonnel* (e) community service and development.

All but the last of these educational offerings has been explored fully in the literature. The community development function of the community college remains in a formative stage; yet probably no educational institution has a greater concern for, and obligation to, its community and area than the community college. The economically strong community, the healthy and mature community, nourishes potent citizens, creates stable institutions, and produces a human climate favorable to total community progress. The community college's role in building a better physical and human setting is worthy of fresh consideration.

What is Community Development?

Without thoughtful definition, community development resembles Wyoming's Powder River, which reportedly flows uphill and is an inch deep and a mile wide. Yet, defining is not easy because there are few mediums of professional interchange; there is no single professional subject area in community development, and community development is viewed with quiet hostility in some circles as an "encroachment" on "our field." All college off-campus services are certainly not community development; they are not intended to be, though some of them resemble it. Resemblance shows

kinship but not identity; the part is not the whole. In lieu of pat definition, listed below are six of the characteristics inherent in community development.

First, *self-motivation and initiation*. Community development is a process of self-development and small group development in which local people initiate the idea for community study and improvement and share in the preparation and ultimate unfolding of their plan. In this sense, community development places individual and group interests in appropriate balance, relating each to the total community framework. Second, *the problem solving process*. The community development process starts with local self-study and analysis, accumulates facts, makes provision for objective discussion at both formal and informal levels, creates an atmosphere of decision making, and stresses the need for self-evaluation. Third, *an educational anvil*. Community development is based on the stubborn belief that all human problems are solvable on an educational anvil—not by propaganda or promotion, bargaining or bantering. It practices the belief that community problems are best approached in the open air of objectivity and the illuminating light of discussion; they are not solved in the stultifying shadows where half-lights distort truth. Fourth, *the total community approach*. All aspects of the community's total development are dealt with simultaneously. A complete examination is the requisite to diagnosis; community improvement is wrought by comprehensive treatment, not by the erratic application of sympathetic mercurochrome to "trouble spots." No symptom is simple nor isolated. Fifth, *the action test*. Community development declares

* Student personnel comprises the following: (1) services, such as pre-college counseling, admissions, and orientation, (2) student recruitment, (3) registration and records services, (4) diagnostic and counseling services, including remedial work, (5) housing and cafeteria services, (6) student activities, (7) student health services, (8) student aids, such as employment, loan services, scholarships, and placement, and (9) student follow-up.

that ultimately individual maturity and total community involvement take place at the action level, not the verbal level. Inherent and interlaced as these two levels are, progression to action is the aim. This is not to imply that mental gymnastics, short of community action, do not genuinely contribute to one's individual maturity. Discussion and action, like theory and practice, are neither alternative or antithetical; they are complementary phases of the community development process. The tune is flat when played solely on one end of the scale. Sixth, *the catalyst consultant*. The general community consultant is a catalyst and guide.⁵ He is inclined, oriented, and trained toward working primarily with individuals and small groups; his practicing philosophy is democratic leadership. Flannel-mouthed manipulators are not his kind; subject matter specialists are like cousins. The former are a hazard to be forever feared; the latter are valuable resources to be adroitly employed as facts and insights regarding specific community problems needed. The community consultant, cognizant of the breadth and depth of "community," is an expert—in the utilization of resources. His elastic mind thus does not need a rubber tongue.

The Community College:

A Force for Community Development

The community college is uniquely adapted to help solve community problems. *First* of all, most community colleges have an area awareness and identification. They were created by citizens in a certain area primarily to meet existing

and anticipated educational needs. The institution becomes a natural product of its environment; it never forgets its area-setting. *Second*, the faculty is generally a small, cohesive group. This enables a certain fellowship of purpose to evolve. Typically there are few "specialists," researchers, etc. in the group. *Third*, the student body is drawn largely from the college's primary area. Many students keep home identity as commuters. Large portions are married and employed young people, with greater community ties than one observes on a university campus. *Fourth*, many students of the community college remain in their home-college environment after graduation. The roots of community concern are thereby continually strengthened through the years. *Fifth*, often the community college's financial structure is localized. Its income is derived largely from its local community or primary area, as in the case of a college with a county-wide tax base. *Sixth*, the community college's growth is directly dependent upon public awareness and appreciation of (a) its present services and (b) its future needs. *Seventh*, the community college is less traditional and role-encrusted than many institutions of higher education. This enables it to be adaptive, flexible to changing needs.

The evident compatibility of the community development concept and the community college institution should not lead to group optimism. The truth is many community colleges are not presently rendering the dynamic educational leadership for community improvement that such analysis indicates is possible. Why?

Probably the most frequent cause is a misconception about community develop-

⁵ Albert Orcutt, *The Role of the University Consultant in Community Development* (New York: Columbia University, 1956).

ment. It is assumed that when certain "services" are rendered to the college's area one automatically has "community development." Not so! Community development is not pulled into place by the magnet of good intentions. Dozens of excellent services provided to the college's community can become isolated and unrelated to the total community's improvement. A logical coordination of these different services is a first step to community development. There are no miraculous conceptions.

Secondly, the nature of community development indicates that its administration should not be solely the responsibility of any one academic department. Community development work, when properly coordinated, is found in many departments—sociology, education, communication, psychology, adult education, government, health, etc.

The community development work of the community college needs a separate department structure which permits a

close liaison with all educational units of the college, and which does not impinge on the need to employ broad talents, skills and knowledges.

Finally, the coordination of existing community colleges' resources and the addition of needed services in community development requires a budget!—This budget should never be the "special-apportionment" type nor the result of charges for services rendered. Either budget approach reflects the view that community development is a fringe activity—not worthy of orthodox treatment. Either casts shadows on its purpose, even its integrity.

The community college which constructively builds the community in its area is helping to cultivate and revitalize its setting. The results are gratifying to behold because they are derived by all whose hands shared in the process—college and community alike are better for having known each other.

On the Matter of the "Unhistorical" Question

MORRIS SCHONBACH

OF THE MANY problems which occur in the teaching of history courses that of the "unhistorical" question can be among the most disturbing. The experience of the writer, pooled with that of many acquaintances in the field, indicates that such queries occur with some frequency on all levels, perhaps most often in junior college. Further, it appears that instructors react to this particular situation in different ways.

For present purposes an "unhistorical" question is defined as one which has very little or no bearing on matters of cause and effect, historical relationships, motivations, trends and analysis. Such a question, divorced from the line of thought which the instructor is emphasizing, can be unsettling though well meant. A few examples will illustrate this: After a long and careful exposition of the difference in the attitudes of Herbert Hoover and Franklin D. Roosevelt toward the Great Depression, and after pointing out Hoover's belief that private relief agencies such as the Red Cross should undertake a major part of the burden, consistent with his dedication to laissez-faire individualism, the question is asked, "Is the basis of Roosevelt's disagreement tied up with the administration expenses of the

Red Cross?" Again, after having commented that the position of vice-president of the United States has been historically of far less importance than that of the president, the comment is offered that this must be because the salary is so much smaller, and what is it, anyway? Another example occurred during a presentation of the canal-building of the 1820's and its effects. The writer was momentarily stunned when asked how deep the water was in the Erie Canal. The list is a long one, and, in a sense, a discouraging one. Many instructors who can and do explain with competence and understanding the role played by Benedict Arnold in the American Revolution are likely not to know the exact location and meaning of a statue erected in the memory of Arnold which shows only a crumpled boot.

The reaction of many instructors, especially those who are fresh from the graduate school, is inclined to be a pre-emptory one. In the seminar room, not only in the field of history but in any discipline, irrelevant questions and comments are sometimes dismissed curtly and often with a rebuke by instructors; what is wanted is something which pierces to the roots of the matter at hand. In upper division and graduate work, one quickly becomes accustomed to arranging facts insofar as possible into meaningful patterns and to thinking in terms of patterns. In teaching, however, many questions are

MORRIS SCHONBACH is Instructor in History, Pierce Junior College, Woodland Hills, California.

asked which are completely unrelated to the points being made. The sheer unhistoricity of some questions is amazing. Some instructors completely ignore them and go right on. Others tell the students that their questions are beside the point and meaningless. And some have been known to reply on occasion, "What difference does it make?" or "Who cares?" The answer, even if known, would be a waste of valuable time. True enough, probably, but one cannot help wondering if this is the best possible method for handling this problem.

It seems to this writer that it is not for several reasons. For one thing, the attitude may be unduly harsh, even granting the lack of intelligence displayed so often in this sort of question. By seeming to be too much of a squelch, it may have a stifling effect on those sensitive students who are apprehensive lest they be made the objects of scorn. It may well be that beyond the high school level such individuals comprise a surprisingly large group which does not really deserve such treatment. If taken amiss, a sharp retort may prevent some excellent and deep-probing questions from being raised by the class, which in itself would be a critical blow. It is possible that after several instances of this type of reply, the class may develop the feeling that the instructor does not know the answer (which may well be true) and is being evasive at their expense, all of which may have most deleterious effects.

A more constructive approach lies in attempting to answer the question quickly and concisely, pointing out at the same time, if one wishes to do so, that the answer does not add significantly to histori-

cal knowledge. Very little time is lost and no harm done. In some cases, it may be effective teaching to have the student find the answer to his own inquiry, and perhaps report his findings to the class. But even if time does not permit this latter technique, it usually requires only a few seconds to satisfy the student's curiosity. The root of the difficulty lies, apparently, in the fact that many people simply do not seem to be able to think in terms of abstractions, of concepts, regardless of the sincerity of their efforts. Quite possibly there is a correlation here with low intelligence quotients, but in the junior college one is bound to have many such students in class. The difficulty may manifest itself in the inability to understand beyond immediate personal experience: the part-time laborer, for example, who cannot understand the rapid development of labor unions since he knows the officers of his own local to be both inept and corrupt; or the Korean War veteran who slights all text accounts of World War II because his sergeant served under MacArthur and told him a different story. It is quite possible that such people are doing the best work they can; respectful attention may constitute a small amount of recognition which is important to them. While this method will not help them to solve the mysteries of conceptual thinking or abstract reasoning, it may prevent their complete estrangement from the course. And, in spite of the dangers involved in guessing, there is much to be said on its behalf. As Dexter Perkins stated recently in his presidential address before the American Historical Association:¹

¹ *American Historical Review*, LXII, No. 2 (January, 1957), p. 294.

A good teacher is an example of a man thinking, and somehow or other the example of a man thinking may, by the grace of God, communicate itself to some of those around him." The opportunity which is afforded to demonstrate logical historical reasoning is surely of sufficient value to outweigh the possibility of occasional error.

Here it may be in point to mention some prominent sources for those bits of information which are generally, and for valid reasons, neglected in most text accounts and scholarly monographs. Travel and experience are helpful, of course. The instructor's own common sense will provide many answers, even though he may not be able in every case to document his statements instantaneously. Classic multi-volume histories by such authors as McMaster and Channing, for example, are very rich in factual information. There is also a sizable and growing number of books which are worthwhile additions to any school library: Roger Butterfield's *The American Past* (New York: Simon & Schuster, 1947); Nelson Blake's social history, *A Short History of American Life* (New York: McGraw-Hill Book Co., 1952); Mitchell

Wilson's *American Science and Invention* (New York, Simon & Schuster, 1954); Douglas Gorsline's *What People Wore* (New York, Viking Press, 1952); Fletcher Pratt's *The Civil War in Pictures* (New York, Henry Holt and Co., 1955); John and Alice Durant's *Pictorial History of the American Presidents* (New York, Barnes, 1955); Emerson Brooks' *The Growth of a Nation* (New York, E. P. Dutton and Co., 1956); Lucius Beebe's and Charles Clegg's *The American West* (New York, E. P. Dutton, and Co., 1955); Theodore Roscoe's and Fred Freeman's *A Picture History of the U. S. Navy* (New York, Chas. Scribner & Sons, 1956); and Dee Brown's and Martin Schmitt's *Trail-Driving Days* (New York, Chas. Scribner & Sons, 1952). These books are well written, with accurate and concise commentaries and provide good supplementary material. They can be perused very swiftly if necessary. Instructors will also find that these works provide a sizable reservoir of factual knowledge which is not only highly interesting but which can often be put to valuable classroom use.

The Military Junior College

E. W. TUCKER

ACCORDING TO THE last directory of junior colleges there are twelve institutions listed as well-established departments of essentially military schools with an enrollment varied from 90 to 200. Ten of the twelve military institutions are members of the Association of Military Colleges and Schools of the United States and offer advanced R.O.T.C. to those qualified.

The purpose of these institutions is to provide the first two years of college education above and beyond the secondary school level in an atmosphere of close and careful personal attention to individual problems, while at the same time extending the added advantages of physical and military training. A majority of these military junior colleges organize the students as a distinctly separate unit, with living quarters, classrooms, and offices in a junior college division. They offer liberal arts, pre-engineering, pre-law, pre-medicine, pre-business administration, and a few give special attention to students seeking admission to the service academies—West Point, Annapolis, and U.S.A.F. academy.

Graduation requirements are basically a minimum of 60 semester hours in the academic courses plus military science and tactics. Graduates are awarded the

Associate in Arts degree, with a few institutions extending the degree to business administration. A large percentage of the junior college students expect to apply for transfer to a four-year college after graduation. The military junior colleges are accredited by their regional as well as state agencies, which means that their courses are acceptable to any four-year colleges and full credit is given for them to transfers, provided the graduate is recommended for transfer and accepted by the college or university.

This particular group of schools gives careful guidance to the students throughout the course of study. There is constant close personal contact between the cadet and his instructors; thus opportunity is afforded for more extra help and advice than would be practicable in larger institutions. Stress is put upon the teaching of how to study. The educational "extras" usually found in the good secondary independent school are combined in these junior college divisions.

During World War II thousands of graduates from these junior colleges received commissions in the armed forces and served with distinction throughout the world. Surveys show that these schools serve a most useful purpose, effecting easier transition from school to college, and at the same time instilling a sense of duty, responsibility, orderliness, and

COL. E. W. TUCKER is Executive Officer of Kemper Military School, Boonville, Missouri. He has been identified with Kemper Military School continuously since 1921.

honor for which as a whole they are so well recognized.

The listing of military colleges with "plus values" includes Marion Institute, Georgia Military College, Kemper Military School, Wentworth Military Academy, New Mexico Military Institute, Oklahoma Military Academy, Oak Ridge Military Institute, Valley Forge Military

Junior College, Allen Military Academy, Schreiner Institute, and Greenbrier Military School and Junior College. During the 1956-57 school year an enrollment survey in these institutions indicated a capacity number at the junior college level with the point of selectivity rather high and tending upward for the forthcoming decade.

This I Tried and Found Helpful

Mathematics—Determinants

Robert L. Bartlett, Westchester Community College, White Plains, New York

An occasional obstructionist (or genuinely inquiring student) wants to know what mathematical basis other than empirical there is for the supplying of an arbitrary variable in the solution of a system of two homogeneous equations in three unknowns. The method under discussion is that in which each of the unknowns is placed equal to the product of an arbitrary variable and the second order determinant made up of the coefficients of the other two unknowns.

In answering this inquiry, a third equation is supplied in which the coefficients of the unknowns and the absolute term are all zeroes. (This equation must be true for all values of the unknowns.) This system of three equations is then solved by using the cofactors of the zero elements.

It will be observed that in the numerator of each fraction giving the value of an unknown there is only one second order determinant whose value is other than zero and that the element by which this

cofactor is multiplied is in every case the absolute term of the third or all-zero equation. If this zero is marked with colored chalk in the original equation and traced by color through the operations, most of the students will recognize that the coefficient of the non-zero second order determinant is the same in each case. They will also understand that zero over zero, although it is an indeterminate quantity, will be the *same* indeterminate quantity as long as the same zeros are involved. It is as the value of this fraction that the arbitrary variable is assigned.

$$a_1x + b_1y + c_1z = 0$$

$$a_2x + b_2y + c_2z = 0$$

$$0x + 0y + 0z = 0$$

$$x = \frac{0}{0} (b_1c_2 - b_2c_1)$$

$$y = -\frac{0}{0} (a_1c_2 - a_2c_1)$$

$$z = \frac{0}{0} (a_1b_2 - a_2b_1)$$

Public Relations Through Motion Pictures

T. ELTON FOREMAN

RECENT INTEREST in motion pictures as a means of publicizing a junior college has indicated to the College of the Sequoias officials in Visalia that they apparently have been among the pioneers in what is an increasingly popular medium of college public relations. Since 1950 the college has made five motion pictures featuring its program and activities. These films have been seen by an estimated 20,000 people with results which have thoroughly convinced the administration of the value of the medium.

Each of the movies has been from 20 to 25 minutes long, in color, with a magnetic sound track narration describing the activities pictured. Each film has attempted to cover the highlights of the college's program, both academically and in extra-curricular activities, and has had the dual purpose of interesting high school seniors in the area and making the adult population aware of what the college is doing.

The first of the movies was made during the school year 1949-50 as an experiment whose value remained to be determined. During the next two years it received wide and frequent use. In 1953 the college made a second film, using its own staff. Finding the project surprisingly simple

and inexpensive, the college repeated the program in the 1954-55 school year and again in 1956 made a completely new film. The 1956-57 edition is now ready for showing.

There are several reasons why it was decided to make a new movie each year. One is that the college has been undergoing the rapid growth and expansion common to most secondary schools in California, and each year sees many new phases added to the college's program—new buildings, new classes, new student activities which deserve a place in the film record. Another reason is that the film has much more interest for high school seniors if they can recognize people they know in some of the scenes, and chances for this are better when a new film is shot each year. Still another reason is that the staff members who work on the movies have found themselves improving their techniques each year, so that each new film represents an advance over the previous one, giving incentive to continue this improvement as long as possible.

Several steps are involved in the actual progress of making the movie. The head of the audio-visual department of the college is the cameraman, and he begins filming scenes of college activities with registration in the fall. Instructors are asked to notify him when their classes are planning activities of visual interest, and, in addition, he knows, after three years

T. ELTON FOREMAN is a feature writer for the *Riverside Daily Press*, Riverside, California. Formerly he was Publications Advisor at College of the Sequoias, Visalia, California.

of experience, of the events that provide good film material.

A journalism instructor at the college views the "rushes" of the cameraman's work from time to time during the fall semester and occasionally makes a suggestion for a scene or sequence to fit into his rough idea for the writing script. Once all the filming is finished he works out a suggested sequence of scenes, and the cameraman cuts, edits, and splices the film to the order desired.

After the editing has been completed, the film is sent to the Bell and Howell Soundstrip Laboratory in Los Angeles to have the soundstrip applied. This is actually a narrow strip of the same material used on sound tapes, and it is applied to the edge of the film making it possible to record the sound track directly on the film. Obviously where the soundstrip is to be used, a single perforated film should be used.

When the film has been returned with the soundstrip applied, the dean of students, a man with professional radio experience, records the narration onto the strip. Since the sound can be erased and re-recorded as often as possible, just as on recording tape, it is possible to achieve a reasonably flawless sound track.

Showings of the movie to high school seniors in the area begin early in April, so for college activities which happen after that date, such as spring sports and the annual college operetta, films which were shot the previous spring are used.

The director of counseling and dean of women are in charge of the visitations to high schools in this area. They visit 14 or 15 high schools in Kings, Tulare, Fresno and Kern Counties each spring showing the movie to all seniors usually during the

senior problems classes or some other class which all of the seniors take. This is an average of four to five showings at each school, or from 60 to 75 showings altogether.

In addition, the movies are shown to service clubs, P-TA's, and any other interested groups in the area. The club showings began as a secondary part of the movie project, but interest in the film has grown rapidly, and now each year's movie may be run as many as 150 different times before it is finally put on the shelf.

Each film is preserved after it has been retired from active service and kept as a valuable record for future reference. It is expected the movies will have a particular appeal for former students when present plans for an alumni association, with yearly reunions, reach fruition.

The College of the Sequoias has been fortunate in recent years in being able to present a series of outstanding light opera productions. It was the first college ever granted permission to produce both "Show Boat" and "Oklahoma." Each year's movie captures the highlights of these productions and preserves them as part of a lasting record of the college's achievements. The final dress rehearsal scenes are filmed using 7,000 watts of additional lighting; at the same time a tape recording of the production is made, and the action and sound are later synchronized, providing one of the highlights of the movie.

Reactions to the movies have been universally favorable. High school seniors find the movies answer many of the questions they have about the college and stimulate them to ask others. Adults who see the films frequently make such comments as, "I didn't know they were doing

all those things at the college," or "The place has sure grown since the last time I was out there."

Also gratifying to the staff that works on the movie are the frequent questions about what professional studio did the work, and how the college is able to afford the cost. Actually, the total cost for each film, including the application of the soundstrip, is less than \$900.00, far less than the estimate of \$4,000.00 which one professional submitted as his price for making such a film. The number of man hours involved in the production is difficult to estimate but probably averages about 200 or less.

For shooting the film the cameraman uses a Bolex H-16 DeLuxe model camera with three lenses: a 16mm wide angle lens, a 25mm normal lens, and a 50mm

telephoto lens. All scenes are shot at 24 frames per second. Kodachrome, Type A film is used. A powellite with four reflector photo flood lamps on flexible supports is used for all indoor shots. A shoulder tripod is used almost exclusively.

One problem the staff has yet to overcome is that night football games cannot be filmed in color, so the movie has no football scenes. Another is that some classes, such as English and history, have little visual appeal and make for static scenes in the film. However, in spite of such drawbacks, the college will continue to regard the yearly movie as its most effective public relations medium, one which bears out in vastly multiplied fashion the Chinese proverb, "One picture is worth ten thousand words."

This I Tried and Found Helpful

Recreational Dramatics

Keith Sexson, Wenatchee Valley College, Wenatchee, Washington

Recreational dramatics has been offered for the past two years at Wenatchee Valley College with these objectives: to acquaint students with types and methods of dramatic presentation in the community and to work creatively with children of the elementary school age. This year members of this class and other interested students were able to further the realization of these two objectives by participating in six, 15-minute educational television shows for children.

In cooperation with the radio-television classes that handled the announcing and technical work, these shows, entitled "Between the Bookends," were produced over the local station with the intent of inter-

esting children in reading and enjoying some of the classics of children's literature. On alternate Saturday mornings throughout the winter quarter, *Hansel and Gretel*, *Robin Hood*, *Katherine and Petruchio*, *Treasure Island*, *Wizard of Oz*, and the *Pied Piper* were produced.

The instructor of the course acted as storyteller, giving background and creating interest in the story; then, the students from the recreational dramatics class enacted a famous scene from the story. This type of program has been a practical class project and helpful in stimulating both student and community interest in future dramatic activity.

The Community Survey: First Step for a New College

AUDREY G. MENEFFEE

A COMMUNITY survey made by the American River Junior College proved so useful and informative that the technique may be recommended without reservation to other new junior college districts. The advantages of a survey are not limited to new districts, of course. Long-established colleges could profitably use "refreshers" on their communities. Follow-up studies would also reveal the gradual changes that take place in a district above and below the surface.

The community survey used by American River Junior College proved to be a useful instrument for eliciting facts, opinions, and judgments necessary to guide college officials on matters of building as well as on matters not directly related to the building program. It provided particularly important findings for curriculum planning, teaching methods, personnel requirements, financial outlook, and school-community relationships.

American River Junior College is one of 11 institutions listed for the first time in the 1956 *Directory* of the American Association of Junior Colleges. Located in Sacramento County, California, the

district was created by special election in the summer of 1954, showing that the residents, by an overwhelming vote of 13 to one, wanted a junior college of their own. A few months later the same residents approved a \$3,000,000 bond issue for purchase of a campus. When the bonds were sold in 1955, the Board of Trustees named Bill J. Priest, Assistant Superintendent at Orange Coast College, as the first President and District Superintendent of American River Junior College.

Originally an agricultural area, the American River district constitutes one of the fastest growing suburban communities in the United States. The junior college was confronted with the task of building a major educational plant to meet the needs and resources of 200,000 people, most of them fairly new residents. Population forecasts indicated a population of not less than 400,000 by 1965.

Answers were needed to many crucial questions, including: What sort of instructional program did the taxpayers want for their children? What kind of terminal training would best meet the needs of local employers? How many people would want adult education and in what fields? What proportion of high school graduates could be expected to attend college? What enrollment could be anticipated in view of the fact that a state

AUDREY MENEFFEE is Counselor and Instructor in Psychology and Journalism at American River Junior College, Del Paso Heights, California. She was formerly a columnist for the *Washington Post and Times-Herald* and correspondent for *Christian Science Monitor*.

college was only a few miles away and the University of California less than 100 miles distant?

The issues were basic to a well-planned junior college prospectus, and the administration decided to explore them, even though this meant some delay in starting the building program. The technique adopted was a multi-faceted community survey, the "Educational and Occupational Needs Survey." It was conducted in the summer of 1955, and by the time school opened (in rented quarters) in the fall, many essential facts had been discovered about the nature of the community and the purposes its new junior college was expected to serve.

Four approaches were employed. A questionnaire was mailed to more than 300 individuals and firms located in, and employing sizable numbers of people from, the area. Sixty interviews were arranged with employers in large and small business firms and with representatives of labor and agriculture. Projections of student population were made to gauge potential future enrollment at American River. Finally, parents of 1,391 high school sophomores were asked to supply information on the post-high school plans of their children. (This group was selected because each high school sophomore was a prospective member of the 1958 charter freshman class on the new campus.)

In order to encourage responses, newspaper publicity was released about the survey and its purposes. Follow-up cards were mailed to those who failed to respond to the first letter. The cooperation of community leaders was solicited by college trustees and staff members in a series of talks given to service clubs.

Student Population Projections

The most pressing problem facing the administration was that of building an adequate junior college plant. The first step was taken with the purchase of a 153-acre site. In order to determine the size of facilities for initial construction (before 1958), and to get some idea of the ultimate size of the college, three separate enrollment forecasts were developed. The results made it apparent that buildings should be completed for not less than 2,000 students by the 1958 deadline and that expansion to a minimum of 5,000 students by 1965 should be anticipated. The population projections made it clear that \$3,000,000 would not meet the building needs, and the district began preparations for launching another bond election for the spring of 1956.*

The Employment Surveys

The questionnaires returned from local firms revealed that 56 per cent of those responding were planning expansion, and 54 per cent anticipated in-service training needs which could be supplied by the junior college. The questionnaires and interviews exposed fields of work that were in short supply in the area and fields that had an oversupply of workers. They revealed beginning and maximum salaries offered in representative local employment fields and showed what general qualities and habits were most sought after in new employees and which specific work skills were most in demand by employers of junior college graduates.

* This election, for a \$2,300,000 bond issue, was won by a vote of four to one. The initial survey, revealing as it did the characteristics of the community, was a valuable guide to the college's choice of public relations techniques in the period preceding the election.

The implications for curriculum planning were dramatic and immediate.

*Survey of Parents of
High School Sophomores*

Parents of all students enrolled in the tenth grade of the district's four high schools were sent questionnaires in the hope that their replies would serve as a guidepost in curricular planning as well as a check on enrollment forecasts. The questions sought to discover the general scholastic record of each student; whether or not he intended to go to college; and what course he planned to follow if he did continue his education beyond high school.

There were admittedly "hidden" motives for this questionnaire. American River Junior College wanted high school sophomores to know that a new college was being readied for their class in the belief that this news might help them in their educational planning.

One unexpected finding may be mentioned. Of a tremendous range of specific vocational fields, only four were named frequently enough to be significant. These were teaching, secretarial work, engineering, and nursing.

Noted below are some additional facts uncovered by the survey that are indicative of the kinds of information which junior college planners can learn from a community survey.

1. As of October, 1955, American River Junior College graduates could qualify for local positions offering beginning salaries of \$160 to \$450 per month. They could look forward to maximum salaries ranging from \$200 to \$575 after they had become experienced workers. The specific fields offering these salaries were identified by the survey.

2. Vocational opportunities for American River terminal students were excellent: of the 36 fields investigated, 14 were in short supply and one, unskilled labor, was in oversupply. This clear-cut picture of the local employment situation was a key factor in selection of new curricular offerings.

3. Employers' responses showed that the college's educational program should place strong emphasis on training in the field of human relationships; in giving leadership experience; and in the mastery of basic fundamentals, such as arithmetic, reading, and communications skills.

4. The need for a strong adult education program was made evident. No institution in the area was meeting the demand for up-grading of employed workers.

5. The field of community planning was shown to be urgently in need of trained people. The unstructured interviews, in particular, revealed pressing local problems. American River plans to take a leadership role in this field.

6. The survey made clear that additional construction would have to be undertaken to prepare for a sharp increase in enrollment during the early 1960's.

Encouraged by these preliminary results, American River Junior College plans to make a more comprehensive study of the district during the spring of 1959. The follow-up survey is expected to provide an evaluation of the effectiveness of the college program during its first three years of operation. It will be arranged to coincide with a comprehensive restudy of the curriculum and a review and revision of anticipated enrollments for the decade ahead.

A Study of Junior College Buildings and Equipment Costs in the United States*

C. C. COLVERT AND MARVIN L. BAKER

THE RESEARCH OFFICE and the Administrative Problems Committee of the American Association of Junior Colleges have long recognized the many problems related to building cost. Upon the approval of the Board of Directors of the Association this study was undertaken.

PURPOSE OF THE STUDY

This study of junior college building costs and equipment was made for the following purposes:

1. To ascertain the actual cost per square foot of junior college buildings constructed in the United States from January 1, 1950, to November 1, 1955.
2. To determine the cost of the equipment placed in the different buildings.
3. To determine the above costs by type of educational buildings, such as administrative and classroom, auditorium, gymnasium, science, etc., in four regions of the United States; namely, New England and Middle States, North Central, Southern, and Western and Northwestern.
4. To determine the cost per square foot as to the classification of construction listed by the Texas Insurance Com-

mission;¹ namely, Class B, Class HTB, Class HT, Class BV, Class S, Class IC, Class ICM, Class CD, and Class D. (See definition of terms.)

DEFINITION OF TERMS

Outside Measurement. The measurement of a building or classroom from one outside wall to another outside wall. This measurement includes the thickness of the wall but omits sidewalks, parking areas of covered work or play areas.

Inside Measurement. The measurement of a building or classroom from one inside wall to another excluding the wall thickness.

Equipment. Furnishings or other apparatus which are placed in a building after it is completed. Equipment which is a part of the building and embodied in the construction cost of the building is not included.

Class B Construction. Buildings with walls of brick, concrete, stone, adobe, or hollow masonry filler walls in reinforced concrete frame (columns of concrete

* This article is based upon a dissertation written by Dr. Marvin Baker of Howard County Junior College, Big Spring, Texas, under the supervision of C. C. Colvert at The University of Texas.

¹ "Amendment Number 150," Texas General Basic Schedule, approved by Board of Insurance Commissioners of Texas, Austin, Texas, 1955, pp. 219-220.

C. C. COLVERT is Professor of Educational Administration and Consultant in Junior College Education, The University of Texas, Austin.

MARVIN L. BAKER is Vice President and Director of Adult Education, Howard County Junior College, Big Spring, Texas.

frame not to be over 20 feet apart) or between concrete, brick protected steel columns, pilasters or piers not over 20 feet apart supporting entire roof and floor loads.²

Note: Supporting walls of hollow concrete masonry units listed by Underwriters' Laboratories, Incorporated, as B-4 retardants to be classed as "B".

Class ETB Construction. Buildings with walls of hollow masonry units veneered with brick or stone.³

Note 1: Supporting walls of hollow concrete masonry units not veneered with brick or stone but certified in writing on prescribed forms by an acceptable testing laboratory as meeting Grade "A" or "B" requirements of the American Society for Testing Materials Specification C90-44 to be classed as HTB. Units listed by Underwriters' Laboratories, Inc., as C-3 or D-2 retardants to be classed as HTB.

Note 2: Supporting walls of structural clay tile masonry units not veneered with brick or stone, but certified in writing on prescribed forms by an acceptable testing laboratory as meeting any grade of American Society for Testing Materials Specifications C35-52 or C212-52, which tile has three or more cells in wall thickness or which has two cells in wall thickness and contains at least 49 per cent solid material in eight-inch units, shall be classed as HTB.

Class HT Construction. Buildings with walls of glass blocks or hollow masonry units of clay or concrete.⁴

Class BV Construction. Buildings of frame with walls veneered with brick, stone or concrete, or brick nogged.⁵

Class S Construction. Buildings with walls of stucco not less than 1/4 inch thickness, or rigid cement type asbestos board on wood frame, or incombustible cement asbestos facing laminated on both sides of fiberboard core.⁶

Class IC Construction. Buildings with corrugated iron or sheet metal on wood frame.⁷

Class ICM Construction. Buildings of structural metal frame throughout with sheet metal or other non-combustible material walls (including glass and glass brick) and roof fastened to frame. Floors non-combustible and no combustible material in construction except combustible inside trim, doors, partitions and window frame permitted.⁸

Class CD Construction. Buildings of frame or wooden walls.⁹

Class D Construction. Buildings of frame, wooden or metal clad with wood shingle or board roof.¹⁰

Class 1. All buildings of Class B, HTB and HT as defined above.

Class 2. All buildings of Class BV, S, IC, and ICM as defined above.

Class 3. All buildings of Class CD and D listed above.

New England and Middle States Region. That area of the United States which is formed by those states belonging to the New England and Middle States Associations of Colleges and Secondary Schools; namely, Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, Delaware, District of

² "Amendment Number 150," *loc. cit.*

³ *Ibid.*

⁴ *Ibid.*

⁵ *Ibid.*

⁶ *Ibid.*

⁷ *Ibid.*

⁸ *Ibid.*

⁹ *Ibid.*

¹⁰ *Ibid.*

Columbia, Maryland, New Jersey, New York and Pennsylvania.

North Central Region. That area of the United States which is formed by those states belonging to the North Central Association of Colleges and Secondary Schools; namely, Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming.

Southern Region. That area of the United States which is formed by those states belonging to the Southern Association of Colleges and Secondary Schools; namely, Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

Western and Northwest Region. That area of the United States which is formed by those states belonging to the Western and Northwest Associations of Colleges and Secondary Schools; namely, California, Idaho, Montana, Nevada, Oregon, Utah, and Washington.

Of the 601 junior colleges listed in the 1955 *Junior College Directory*, 78 were omitted from the study because they were either outside the continental limits of the United States, junior divisions of four-year colleges, extension centers or branch colleges. Replies were received from 495 (95 per cent) of the remaining 523 colleges. Of those 495 colleges replying, 185 reported new construction since January 1, 1950. A total of 403 new junior college buildings were listed by these colleges.

Information was received from 138 (75 per cent) of the colleges checked and on the 403 (75 per cent) new buildings con-

structed. Data were received from 73 to 86 per cent of the total number of new buildings constructed in each regional area.

BUILDING COSTS IN JUNIOR COLLEGES ACCORDING TO REGION AND TYPE OF CONSTRUCTION

An administrative officer supplied the raw data on the various types of buildings on each campus. These data included items such as date of construction, type of construction, total square footage, total cost of building, and primary use of the building. An index number was applied to the actual cost of each building in order to obtain 1955 revised cost of the buildings. The Associated General Contractors' Index of Construction was used.¹¹ The formula was used to translate the original cost of each building into 1955 costs. This formula was

$$\frac{\text{1955 index}}{\text{previous index}} \times \text{Original Cost} = \text{1955 Cost}$$

Since there was no index table of educational equipment costs it was felt that the Metal Products Index,¹² published by the United States Department of Labor, should be used for this purpose. However, it was decided that an accurate picture of equipment costs could be obtained only by presenting the equipment cost data with both the lowest and highest index figures secured from the investigation. The lowest index found was the Wholesale Prices¹³ designated as Index 1 and

¹¹ United States Department of Commerce, *Survey of Current Business*, 1955 Biennial Addition.

¹² *Ibid.*

¹³ United States Department of Commerce, *Survey of Current Business*, 1955B Annual Review.

the highest was the Index of Metal and Metal Products previously mentioned and designated as Index 2. The formula similar to the one mentioned above is used for these two indexes for converting all costs of equipment to 1955 costs.

After obtaining the revised cost of equipment by both indexes, these costs were divided by the 1955 revised building costs in order to obtain the percentage that the equipment was of the cost of the building.

BUILDING COSTS IN THE SOUTHERN REGION

The data in Table 1 give the mean, median, and range in cost per square

foot for the different types and classes of buildings in the Southern Region and also the median percentage that the equipment is of the cost of each building. The mean cost per square foot for Class 1 buildings ranges from \$8.81 for chapels to \$17.99 for home economics buildings. The median percentage that equipment is of the cost of the buildings ranges from 28.0 to 30.9 for science buildings of Class 2 to as low as 5.3 to 5.7 for gymnasiums.

Listed in Table 2 are data on building costs for the Western and Northwestern Region. Fine Arts buildings (Class 1) have the highest mean cost per square foot in this region; auditoriums have the highest median cost. The lowest mean

TABLE 1

*Building Costs in the Southern Region, 1957
Type, Number, and Class of Buildings Constructed in the Southern Region 1950-1955
and the Revised Costs Per Square Foot for 1955*

Type of Bldg.	No. of Bldgs.	Class	Revised Cost Per Sq. ft.			Median Percentage that Equip. is of Cost of Bldg.	
			Mean	Median	Range	Index 1	Index 2
Classroom	12	1	\$14.09	\$14.69	\$ 9.02-19.84	12.3	12.8
Classroom	1	2	14.64	13.36	10.28-16.43	12.6	13.9
Fine Arts	4	1	11.91	9.70	4.27-17.46	14.6	16.1
Fine Arts	2	3	2.79	2.34	1.34- 4.33	18.7	20.1
Science	6	1	13.62	13.05	9.62-17.14	16.4	18.1
Science	2	2	9.70	9.85	9.19-10.51	28.0	30.9
Home Economics	3	1	17.44	17.99	9.46-25.65	8.5	9.8
Library	11	1	12.85	12.65	8.46-20.61	14.6	15.7
Auditorium	4	1	17.99	10.67	6.90-39.30	13.4	14.3
Gymnasium	13	1	12.25	12.82	4.04-23.25	5.3	5.7
Gymnasium	2	2	12.44	10.17	6.13-14.21	8.7	9.6
Shop	3	1	10.18	9.16	4.91-12.72	25.0	25.0
Voc. Tech.	6	1	11.04	8.07	2.21 ^a -13.90	16.0	17.7
Student Center	8	1	12.96	13.37	7.26-14.58	14.7	17.0
Student Center	1	3	1.51	.....	.....	.....	.....
Chapel	3	1	8.81	8.41	6.41-21.42	31.6	35.9
Pres. Home	4	2	7.50	6.66	5.80- 9.64	11.3	12.0
Men's Dorm.	13	1	10.20	11.53	5.33-13.51	9.1	10.4
Women's Dorm.	10	1	11.05	11.70	5.20-15.28	8.5	9.2

^a Was constructed without a contractor.

and median costs (other than home economics, \$4.21 mean) are shops, \$10.85 and \$8.46 respectively.

It will be noted in Table 2 that the low median percentage cost of equipment ranges from 1.8-1.9 for Class 1 men's dormitories to a high of 24.2-27.1 for Class 1 shop buildings. The percentages of 1.8-1.9 seem very low. The highest percentage given for one dormitory was 7.2.

The cost per square foot according to class type and median percentage that equipment is of total cost of the building is shown in Table 3. Class 1 vocational-

technical buildings have the highest mean cost per square foot (\$24.11) for Class 1 buildings and shops have the lowest (\$9.07). The lowest mean cost shown is for a Class 3 student center building at \$4.60. The highest median cost is for Class 1 library buildings at \$20.42 per square foot, and the lowest median cost is \$6.30 for Class 1 shop buildings. The highest percentage range for equipment is from 26.0-30.0 for Class 1 shops; the lowest is 4.9-5.7 for Class 1 Men's dormitories.

Tabulated in Table 4 are the data on

TABLE 2
Type, Number, and Class of Buildings Constructed in the Western and Northwestern Region in 1950-1955, and the Revised Cost Per Square Foot for 1955

Type of Bldg.	No. of Bldgs.	Class	Revised Cost Per Sq. ft.			Median Percentage that Equip. is of Cost of Bldg.	
			Mean	Median	Range	Index 1	Index 2
Administration	2	1	\$15.72	\$15.75	\$15.68-15.82	19.0	21.6
Administration	2	2	18.21	18.03	17.60-18.45	13.0	14.2
Classroom	10	1	17.54	15.63	13.40-24.75	9.6	10.2
Classroom	15	2	17.93	18.42	15.26-30.50	8.5	8.5
Fine Arts	3	1	16.41	15.37	14.52-30.00	3.9	4.5
Fine Arts	5	2	20.46	18.55	15.46-27.59	5.8	6.7
Science	10	1	17.71	17.15	7.38-31.65	15.0	15.8
Science	5	2	20.00	20.49	14.64-28.39	14.6	16.4
Home Econ.	2	2	19.14	19.91	17.78-22.03	11.7	13.0
Home Econ.	1	3	4.21			69.4	77.7
Library	3	1	18.21	18.04	17.43-18.68	9.5	10.6
Library	3	2	14.27	16.37	10.32-19.59	13.5	15.2
Library	1	3	5.79			17.4	18.4
Auditorium	3	1	21.60	21.62	20.06-26.74	4.9	5.6
Gymnasium	6	1	17.07	15.49	13.37-38.13	4.3	4.6
Shop	4	1	10.85	8.46	1.35-12.86	24.2	27.1
Shop	8	2	11.06	11.86	8.72-12.65	52.5	58.8
Voc. Tech.	6	1	16.90	13.29	11.17-20.73	4.9	5.3
Voc. Tech.	1	2	13.30			21.8	25.1
Student Center	4	1	17.39	19.80	12.70-28.14	14.6	15.5
Student Center	4	2	17.03	18.55	11.19-20.02	14.6	15.6
Health Center	2	2	15.39	15.39	12.34-18.44	16.2	17.4
Pres. Home	1	3	14.21				
Men's Dorm	3	1	20.69	17.44	17.44-33.41	1.8	1.9
Men's Dorm	1	2	7.16			46.8	50.1
Women's Dorm	1	2	13.60			12.1	13.0

costs for the New England and Middle States Region. The highest mean cost per square foot is \$31.14 for auditoriums (Class 1), and the lowest for Class 1 buildings is \$11.91 for a student center. The lowest mean cost listed is \$5.37 per square foot for a Class 3 science building. The highest median cost is \$32.45 also for an auditorium. The lowest cost is \$9.71 for a Class 3 women's dormitory. The median percentage that equipment is of the cost of the building ranges from 34.1-36.5 for a president's home and from 21.8-24.3 for science buildings to a low of 7.6-8.8 for women's dormitory.

By way of summary, mean costs per square foot for the Class 1 buildings for

each type in each of the four regions are given in Table 5. The lowest mean costs are primarily in the Southern and North Central Regions and the highest costs in the Western-Northwestern and New England-Middle States Regions, especially in the case of classroom and science buildings.

Building costs have risen since 1955; some indexes indicate as much as a 50 per cent increase. Equipment costs, however, indicate a raise in costs only up to ten per cent.

If any junior college administrator wishes detailed information not given in this article, he may write to C. C. Colvert, The University of Texas.

TABLE 3

Type, Number, and Class of Buildings Constructed in the North Central Region in 1950-1955 and the Revised Cost Per Square Foot for 1955

Type of Bldg.	No. of Bldgs.	Class	Revised Cost Per Sq. ft.			Median Percentage that Equip. is of Cost of Bldg.	
			Mean	Median	Range	Index 1	Index 2
Administrative	1	1	\$17.00	.....	.....	8.4	8.4
Classroom	9	1	14.41	\$11.33	\$ 8.94-26.41	10.5	11.4
Classroom	1	2	11.42	.....	.....	.....	.....
Classroom	1	3	7.38	.....	.....	.....	.....
Science	4	1	12.04	13.18	6.78-13.69	18.6	21.5
Science	1	2	11.80	.....	.....	21.5	22.5
Library	4	1	19.70	20.42	8.71-28.72	6.8	7.9
Auditorium	1	1	15.09	.....	.....	13.1	14.7
Gymnasium	7	1	13.24	10.26	7.67-19.41	5.3	6.1
Gymnasium	1	2	7.77	.....	.....	.....	.....
Shop	3	1	9.07	6.30	6.10-12.83	26.0	30.0
Shop	1	2	16.87	.....	.....	.....	.....
Voc. Tech.	3	1	24.11	13.70	6.79-28.82	14.0	15.9
Student Center	1	1	12.69	.....	.....	12.7	14.6
Student Center	1	3	4.60	.....	.....	51.5	58.9
Chapel	3	1	13.30	11.67	10.00-23.84	.....	.....
Men's Dorm	3	1	13.07	13.23	12.70-14.23	8.0	8.0
Men's Dorm	1	2	12.86	.....	.....	4.9	5.7
Women's Dorm	7	1	12.58	11.65	7.36-23.56	8.9	9.4
Women's Dorm	1	3	6.15	.....	.....	15.7	17.5

TABLE 4

Type, Number, and Class of Buildings Constructed in the New England and Middle States Region in 1950-1955 and the Revised Cost Per Square Foot of Buildings for 1955

Type of Bldg.	No. of Bldgs.	Class	Revised Cost Per Sq. ft.			Median Percentage that Equip. is of Cost of Bldg.	
			Mean	Median	Range	Index 1	Index 2
Classroom	2	1	\$18.35	\$17.94	\$14.33-21.54	11.9	12.4
Classroom	1	2	12.60			15.2	17.6
Science	2	1	18.73	18.67	15.92-21.42	21.8	24.3
Science	1	3	5.37			48.8	51.9
Home Econ.	1	1	13.39			32.5	34.6
Library	5	1	21.95	25.55	15.10-35.72	14.0	15.7
Auditorium	2	1	31.14	32.45	29.19-35.70	16.8	19.0
Gymnasium	3	1	19.81	21.48	16.72-35.99	2.8	3.1
Gymnasium	1	3	7.45			3.3	3.8
Student Center	2	1	11.91	10.02	5.05-14.98	10.3	11.3
Pres. Home	1	1	29.52			34.1	36.5
Men's Dorm	1	1	14.80			6.5	6.9
Men's Dorm	1	3	6.03			13.1	14.7
Women's Dorm	6	1	15.11	15.79	11.64-19.89	7.6	8.8
Women's Dorm	2	2	9.72	9.71	9.67- 9.74	11.0	12.7
Women's Dorm	1	3	5.72			14.0	15.0

TABLE 5

Mean Costs Per Square Foot for Class 1 Buildings by Types and Regions for Junior College Buildings, 1955

Type of Bldg.	Southern	Western Northwest	North Central	New England Middle States
Administration	\$	\$15.72	\$17.00	\$
Classroom	14.09	17.54	14.41	18.35
Fine Arts	11.91	16.41		
Science	13.62	17.71	12.04	18.73
Home Econ.	17.44	19.14 ^a		13.39
Library	12.85	18.21	19.70	21.95
Auditorium	17.99	21.60	15.09	31.14
Gymnasium	12.25	17.07	13.24	19.81
Shop	10.18	10.85	9.07	
Voc. Tech.	11.04	16.90	24.11	
Student Center	12.96	17.39	12.69	11.91
Health Center		17.03		
Chapel	8.81		13.30	
Pres. Home	7.50	14.21		29.52
Men's Dorm	10.20	20.69	13.07	14.80
Women's Dorm	11.05	13.60 ^a	12.58	15.11

^a Class 2 Bldg.

The English Dilemma

RUTH SMOCK

IF JUNIOR colleges are to handle efficiently the rising tide of attendance, some curricular changes will be necessary. In the English department the problem arises as to how to reduce the work without appreciably lowering present standards.

First of all an English teacher must realize that even under current loads the work is not reducible to a 40-hour week. Before the start of one semester, the writer followed set precedents and spent a week preparing syllabi; at the end of the semester another week was spent in writing summaries. During the semester, the writer's three grammar and composition courses alone called for ten themes from each student, so many weekends were spent (as is customary among English teachers) correcting themes.

The prospect of following this procedure twice a year is not an attractive one; neither is it going to lure college English majors into the profession to meet the growing demand for them, but the dilemma has a solution.

First, a syllabus is helpful in research courses for which bibliographical materials must be listed or for a seminar course which meets infrequently and therefore needs a supplement to the teacher's guidance. A syllabus for a freshman or sophomore English course, how-

ever, is entirely dispensable because of the wealth of adequate one-volume textbooks available, any one of which, if followed a certain number of pages per period throughout the semester, gives the student a good grasp of the subject as well as provides him with a familiar handbook for permanent references. These texts combine principles of grammar with excellent readings, and some even include a handy workbook. The use of an adequate text would also obviate the necessity of a course summary, for the teacher would simply specify which text he followed.

Another note on text work: It has become popular to correct themes by unfamiliar number symbols rather than by familiar letter symbols. This is not only time-consuming but unnecessary. For example, how can the use of "21" or "18" rather than "sp" to designate a spelling error add anything but remoteness (for the student) and busywork (for the teacher) to the study of grammar?

This leads to consideration of the greatest time-consumer, the correcting of themes. Three themes by the same student give close to the same indication of his knowledge of grammar and composition as do ten; the value of ten lies not in the teacher's reading them but in the student's writing them. Therefore, a teacher could view each student's theme work as a term project, proceeding as follows: Collect the themes regularly for the

RUTH SMOCK is an Instructor in English, Montgomery Junior College, Takoma Park, Maryland.

first ten weeks, each time placing a check mark (to show that the student submitted it) instead of a grade by the student's name. Without correcting them, file the themes. By the due date of the tenth theme, the class will have covered much of the semester's grammar. Then the themes can be returned for the student himself to correct and rewrite in the light of his better grasp of the specific word, phrase, clause, sentence, paragraph, and unified whole. (It seems a case of getting the shoe on the wrong foot for the teacher, who knows the grammar, to do the spade work of correcting it.) Late in

the semester, the student can resubmit the ten rewritten themes all together. Then the teacher may select at random about three themes per student, correct these, average the three grades, and place only one theme grade for each student in his grade book. This would also result in one rather than ten theme grades at the end of the term, thus greatly simplifying paper work.

The alternative to the above system is what the junior college English teacher currently endures. The situation can be remedied if the teacher is determined to remedy it.

This I Tried and Found Helpful

An Effective Aid in Teaching Life Science

H. Lynn Sheller, Fullerton Junior College, Fullerton, California

The introduction of beginning college life-science students to the study of tissue sections is not always easy. The area covered by the field of the low-power lens of the compound microscope is limited and reveals only a part of the entire picture. Hence, during each laboratory period where tissue is going to be studied, a little time should be spent orienting students to the landmarks to be found on the slides they are to examine. To do this, it is advisable to use a microprojector (Bausch and Lomb, Ken-A-Vision, Seoscope or Bioscope) with a power which will project the entire tissue section on the screen. Now this is the heart of the suggestion: Instead of the usual projection screen, it is better to use a translucent

screen. This is made by stretching a piece of silked drawing paper over a frame two feet by three feet. The image shows on both sides of the screen so that a class of 15 to 30 students may view the projection of the slide from either side of the screen. The mesh of the screen is very fine, permitting minute details to show clearly. The students are close enough to see the details, and the light is bright enough so that no room darkening is necessary. A pencil interposed between the projector and the screen makes an excellent pointer to use in indicating tissue structure and areas of special attention. In this way one may study the forest before tackling the trees.



Recent Writings... **JUDGING THE NEW BOOKS**

WILSON, CHARLES H. *A Teacher Is a Person*. (New York: Henry Holt and Company, 1956.) Pp. 285. \$3.75.

The only dull part of Dr. Charles H. Wilson's book, *A Teacher Is a Person*, is the title. Stripping the American educational labyrinth naked with a double-barrel explosion of satire, humor, and handy advice, the author combines intuitive insight with experience and wit to re-enact the real-life story of public education today. With a fresh unorthodox approach to a normally uninterestingly written subject, he plunges into the humor-arid arena of pedagogy, displaying a multi-colored array of educational controversies calculated to rattle the brains of educators and laymen alike.

Fearlessly, he rips into outmoded academic dogma, dealing deadly blows and revealing it in all its superficiality. No segment or concept of education is left unchallenged—from the grading systems to administration, from the liberal arts and education major fringe lunatics, to the public relations problems of treating with the frequently ignorant and opinionated merchant. All the while he guides the chuckling reader through the intricate "ins" and "outs" of the maze of public education. The intellectually arrogant

educator who has high blood pressure and a low humor count is urged not to read this book.

Beginning with his tumultuous undergraduate days spent at a small midwestern college, the author spins a tale of unforgettable episodes in what is supposed to be an "autobiography." All through his story he depicts the teacher as a human being rather than a big sisterish, full-cracked, fussy feathers. Although a youthful optimistic radical at heart, the writer portrays many soul-searching moments as he comes to grips with some semi-unsolvable problems. Despite the tremendous coverage of subject matter and events ranging from the United States to England, the red thread running through this story concerns the problem of training qualified teachers.

Much time is spent analyzing the weakness of "watered down" education. Feeling that the public school is here to stay, he begins to dissect its parts and philosophies endeavoring to determine wherein the faults lie. Having been a liberal arts professor who later turned to administration and feeling a close kinship to "both causes," he feels free to poke fun in any direction. His main peeve is that the liberal arts and education departments do

not consolidate. The children are the ultimate losers because their teachers are either cast in the dye of education or liberal arts, both losing the benefit of the other's philosophy and training programs.

The liberal arts departments complain that the administrators, state officials, and education professors have, for their own security, created an "interlocking directorate," a "closed shop," an "iron curtain," behind which they "brain-wash" through a process of "rigid anti-intellectualism" all who hope to teach—that they indoctrinate prospective teachers in "how to teach happy children" rather than in "what to teach," consequently destroying not only their natural teaching interest, but also leaving them without real insight into the subjects they try to teach. They declare that "high standards" and the teaching of "fundamentals" will rectify everything—that the natural selection process is the only lasting remedy for an otherwise defunct system.

Dr. Wilson contends that the college liberal arts professors fail to understand the problems created by mass education—that they are frequently pedantic types who show no interest in public schools which they consider "beneath them," but dwell on writing "inbred" books that only a few of their "flock" will read. The author recognizes that a teacher must know *what* as well as *how* to teach and consequently arrives at a plan for liberal arts-education departments. Indirectly he says that the state of public school health is symptomatic of the type of teachers we have and how well they are trained, plus the fact that they must accommodate millions of youngsters regardless of their intelligence or desire to learn. His solution

—patience, imagination, constant effort, and compromise.

LUIS M. MORTON

Womenpower. A Statement by the National Manpower Council with Chapters by the Council Staff. (New York: Columbia University Press, 1957). Pp. 371.

The extent to which the United States depends on the presence of more than 22 million women in the labor force is, perhaps, not yet fully appreciated. *Womenpower* should be of interest to teachers, administrators, and counselors alike. It offers a comprehensive and statistically documented analysis of present and future trends in the employment of women. The analysis concerns itself, among other things, with the present occupational distribution of employed women and with the relationship between employment and family income, marital status, education, and age. It presents a firsthand account of policies, practices and problems of employers dealing with women workers which, in spite of regional variations and discrepancies, appear to show common patterns and with the issues of public policy which have been precipitated by the employment of women.

For teachers and administrators of junior colleges the problem of finding the most suitable education for young women is not new. They will find the analysis of the differences between boys and girls in performance, aspirations, and employment as well as some cautious but suggestive interpretations of these trends of interest. The authors review some of the problems and trends in post-high school education of women and the arguments for or against more specialized education.

All the approaches toward higher education of women appear to testify to the variety of needs which formal education is called upon to fulfill. They suggest that the search for a single educational format rather than highly varied institutions and curriculums may be self-defeating.

The discussions of the Council reveal the influence of tradition, misinformation, and lack of adequate opportunities in the employment of women. Available talents and interests are far from fully utilized. Accordingly, the Council recommends the expansion of educational and vocational guidance services to help young women to make sound and informed decisions, the increase of occupational guidance and placement services for mature women, the expansion of scholarship and fellowship programs to enable young women of high ability to continue their formal education, and repeated surveys to assess the adequacy of existing training facilities. The Council suggests in addition a review of, and changes in, current employer practice in hiring, promotion, and training of women employees in the light of current trends. It is in these and other areas that the junior college can make an important contribution.

The authors are justifiably cautious in their interpretation of often tentative data. The study strongly suggests the need for further research dealing with the problems and consequences which attend the changing trends in the life of the modern woman. It is to be hoped that it will be an impetus to continuing efforts to enhance understanding in this area. *Women-power* should be a welcome addition to every junior college library.

DAISY L. TAGLIACCOZZO

NEBERGALL, WILLIAM H., AND FREDERIC C. SCHMIDT. *College Chemistry*. (Boston: D. C. Heath and Co., 1957).

This book covers most of the topics which have been found in beginning courses for college students for the last ten years or more. In addition, it presents some special and unusual features. The authors state in the preface, "This book is designed to help instructors to integrate general chemistry and qualitative analysis." For this reason Part IV gives directions for semimicro methods for qualitative analysis of solutions which might contain any or all of the commoner cations of metals. Thirteen selected anions are also covered; directions are given for treatment of simple inorganic compounds, and metals and alloys are briefly presented for analysis.

The use of a textbook as a laboratory manual is beneficial for students but hard on the book. Laboratory reagents will inevitably be spilled or spattered with consequent damage to the book.

The laboratory directions are simple, clear, and easy to follow. To avoid pollution of the laboratory air, thioacetamide is used throughout the cation analysis to precipitate cations of groups II and III.

The section giving directions for analysis for each group also gives liberal discussion of the special problems presented by each group and each cation in its group with equations to show what reactions each cation will enter into with the reagents which are suggested for precipitation, solution, and identification. An alert student should, without much assistance from the teacher, understand why the procedures are as they are before he is called upon to follow them.

Just preceding the specific directions for laboratory procedures the book devotes 44 pages in Part III to principles and problems in Ionic Equilibria. This section includes the subjects of weak electrolytes, pH and pOH concentration data, buffer solutions, molar solubility and solubility product calculations, dissolution of precipitates and hydrolysis.

Parts I and II give a richer than average, for general college chemistry texts, discussion of the classic topics of general principles, laws, non-metals and metals. Some of the laws are stated without reference to modern knowledge. The law of conservation of energy does not provide for atomic bomb energy from matter dissolution. The law of definite composition makes no provision for isotopic variants. These laws are later modified, but they might have been stated in a form different from that of 50 years ago. The usual habit of calling a United States cent a penny is followed in at least two places. At the bottom of page 321 an unbalanced equation is to be seen. On page 427 is the statement, "An atomic bomb is composed of several pounds of ^{238}U or ^{239}Pu ."

92 94

Page 471 has the statement, "In 1770 Lavoisier showed that animals use oxygen for respiration." Page 8 mentions 101 elements, and page 9 says 103 elements.

Generally speaking the book is very superior. It contains more material than any student could learn in a one-year course. The method of presentation is excellent. Definitions are given with great clarity and simplicity. Diagrams, tables, and illustrations are abundant and well selected. Problems with answers give the student ample opportunity to see if he understands what he is supposed to know. Each chap-

ter has an excellent selection of citations to published articles, and the appendices in Part V give a rich source of concentrated reference information.

College Chemistry makes an especially pleasing fusion of old and new ideas regarding acids, bases, and salts. Molecular and ionic equations are more than abundant, and the subject of chemical bonding has dozens of detailed illustrations. The system of giving each major topic in each chapter the number of the chapter followed by the decimal sequence of the topic is to be commended.

VERNON E. WOOD

Department of Foods and Nutrition,
Kansas State College. *Practical Cook-
ery* (New York: John Wiley and Sons,
Inc., 1956). Pp. 364. \$4.00.

Practical Cookery is designed to meet the needs of classes in food preparation and the homemaker, especially the person inexperienced in food preparation. Although the book is based on a cookery manual first issued by Kansas State College in 1912, it is up to date in discussions of new methods of food preparation, home mixes and measurements, and etiquette.

A brief review of the contents follows the title of the chapters included in the book:

General Information: Discussion of the use of the basic seven food groups in daily meal planning, processes in food preparation, techniques in food preparation, oven temperatures, measurement, approximate measure and number of servings per pound of some food materials as purchased, weight and measure of standard sizes of canned goods.

Beverages: Kinds and methods of preparation.

Cereals: Kinds, methods of preparation, and serving suggestions.

Eggs: Discussion of eggs as a food, their selection, care, uses, beating, cookery, service, frozen eggs, dried eggs, recipes for egg preparation.

Fruit: Preparation of fresh fruit, uncooked fruit, cooked fruit with recipes.

Flour Mixtures: Discussion of batters and doughs, leavening agents, proportions for baking powder and soda, adapting recipes, the role of fat in batters and doughs.

Quick Breads: Detailed recipes for a wide variety of products, with recipes for basic home quick bread mix and directions for its use.

Yeast Breads: Ingredients, common faults in bread with their causes, a score card for yeast bread, method of making yeast breads, with a very inclusive number of recipes; uses of stale bread.

Sandwiches and Canapes: Types of sandwiches, equipment to make them, fillings, storing, garnishing and serving. An excellent selection of recipes.

Vegetables: Selection and preparation, general directions for cooking, methods of cooking vegetables, time of cooking, timetable for boiling vegetables, general suggestions for serving vegetables with recipes for variety of vegetables.

Sauces: Suggestions for combining sauces with certain foods and recipes.

Entrees: The meaning of the word itself explained, suggestions for entrees listed with recipes.

Meat: Care, structure, cooking of frozen meat, meat tenderizers. A timetable for cooking thawed and unthawed cuts and one for roasting meats. Foods suit-

able to serve with various meats and help with meal planning. Specific directions for cooking.

Fish: Cookery, service, garnishes, frozen fish, cleaning and dressing, boning and cutting, trussing, specific directions for preparation of fish and shellfish.

Poultry: Dressing and cleaning, drawing, cleaning giblets, stuffing, trussing and cutting up, recipes.

Cheese: General preparation and cooking principles and suggestions for serving cheese, recipes.

Fats: Their place in the diet and uses.

Salad Dressings and Salads: Recipes for various salad dressings with general suggestions for salad making and combinations of foods for salads.

Relishes and Garnishes: Directions and uses for many relishes and garnishes.

Desserts: A number of basic recipes.

Cakes: Characteristics of good butter cakes and sponge cakes, their making and baking techniques, common faults and possible causes discussed, recipes.

Frostings and Fillings: Directions for frosting cakes, recipes for frostings and fillings.

Cookies and Small Cakes: Recipes.

Pastry: Discussion of classes of pastry, qualities of good pastry, general suggestions for mixing and preparation, baking and recipes for various kinds of pastry and several pies.

Meringues: Discussion of hard and soft meringues and recipes for both.

Candy and Other Sweets: Recipes and a general discussion of chemical reactions that occur in candy making, general suggestions and tests for stages of sugar cookery.

Preservation of Food: Canning, freezing, preserving and jelly making, and

pickling, and a number of receipts for each method of preservation.

The Etiquette and Service of the Table: Discussion of table etiquette, invitations, seating arrangements, general eating deportment, arrangement for the table, styles of serving with or without a maid, afternoon tea, receptions, party service, community meals, picnics, menu writing, rules for meal planning, garnishing of food, carving, table etiquette for the hotel and a chart of silverware for the table. Practical gracious standards emphasized.

Practical Cookery, 1956 edition, gives a chemical and physical description of cooking procedure and terms, is up to date in discussion of methods of food preparation, home mixes, and measurements, besides being a source of numerous recipes for both the experienced and inexperienced cook. The discussions and recipes are written clearly for easy understanding by the inexperienced cook.

IONE PETERSEN

This I Tried and Found Helpful

R is for Re-Write

Olive C. Wehr, Custer County Junior College, Miles City, Montana

The first impulse a student seems to entertain upon receiving a low mark on a theme is to crumple the offending paper and toss it into the nearest wastebasket. The marks of correction, however carefully made by his instructor, have little significance for him. Consequently, he has learned little, if anything, from the experience.

In order to make the correction marks more meaningful, the writer introduced the letter *R* as a substitute grade for any unsatisfactory theme; it indicates that the theme is below par and will receive a grade when it is rewritten according to

instructions. The student is thus given a second chance and receives further needed practice in writing. Usually he can salvage his original idea and make it presentable with further work. This appeals to his sense of fair play and is an incentive to improve. He learns by experience to adapt for himself the practice of the professional writer in revising and re-writing.

The *R* is recorded in the grade book as well as the grade earned on the re-written theme. The final grade may even be an *A*, although this may mean a series of re-writes.

Junior College Directory, 1958

Compiled and Edited by

AMERICAN ASSOCIATION OF JUNIOR COLLEGES

JESSE P. BOGUE, Executive Secretary

The *Directory* contains information about junior colleges in the United States, its territories, Canada and a few other nations. The list comprises both accredited and non-accredited institutions. In general, institutions have not been included when they have not been designated as junior colleges by state departments of education. Every reasonable effort has been made to secure accurate information about each college. In this undertaking heavy reliance has been placed on the accuracy of the reporting junior college.

Separately organized junior colleges on campuses of senior colleges, general colleges, or lower-divisions of four-year colleges and universities have been included only if they are active members of the American Association of Junior Colleges. Undergraduate centers and extension centers, as in Pennsylvania and Wisconsin, are included in the listings in view of the fact that they are essentially two-year colleges.

More extensive and detailed information about junior colleges may be secured in *American Junior Colleges*, fourth edition, edited by Jesse P. Bogue, and published by the American Council on Education, 1785 Massachusetts Avenue, N.W., Washington 6, D.C., 1956.

Definition of Terms

Administrative Head. Each institution's designation of its administrative head has been accepted. The official title has been indicated following the name. It is assumed that this person is the one to whom correspondence should be addressed. It is not implied that in all cases the designated administrative head holds final administrative responsibility for the college.

Accreditation. The American Association of Junior Colleges does not act as an accrediting agency. Member institutions are prohibited by constitutional provisions from indicating, implying, or publicizing accreditation by this Association. Types of accreditation or equivalent recognition or approval are indicated by symbols as follows:

State Department of Education; the Board of Education in the District of Columbia; the Junior College Accrediting Commission in Mississippi; the Provincial Department of Education in Canada.

D—Indicates accreditation by the above

D¹—Indicates approval to operate as a junior college

D²—Indicates recognition as a junior college

Association of State Colleges or equivalent, State University, State College, or equivalent institutions in states which do not have a state university.

A—Indicates full accreditation

A¹—Indicates provisional accreditation

A²—Indicates formal approval

REGIONAL ACCREDITING ASSOCIATION

E—New England Association

M—Middle States Association

N—North Central Association

S—Southern Association

T—Western College Association

W—Northwest Association

X—Affiliation with the Catholic University of America if not affiliated with one of the regional accrediting associations.

Y—Affiliation with the University Senate of the Methodist Church if not affiliated with one of the regional accrediting associations.

Type. Three main types are distinguished: *Co-educational, for men only, and for women only* indicated by C., M., and W., respectively. Negro junior colleges are indicated by "N" following the name of the institution.

Control. The primary basis for classification is twofold: institutions publicly controlled and institutions privately controlled. The first group is divided into state, local or municipal, union district, county, and joint county junior colleges; the second into those under denominational control or affiliation, non-denominational and nonprofit institutions, and proprietary institutions. The following abbreviations are used:

A.M.E.—African Methodist Episcopal

A.M.E.Z.—African Methodist Episcopal Zion

A. of God—Assembly of God

Br. in Chr.—Brethren in Christ

Ch. of Chr.—Church of Christ

Ch. N. J.—Church of New Jerusalem

Cong. Chr.—Congregational and Christian

Disc. Chr.—Disciples of Christ

Ev. M. C.—Evangelical Mission Covenant

E.U.B.—Evangelical United Brethren

Free Meth.—Free Methodist

Friends—Society of Friends

L. D. S.—Latter Day Saints

Pent. Hol.—Pentecostal Holiness

Pil. Hol.—Pilgrim Holiness

Presbyter.—Presbyterian

Ref. Ch. Am.—Reformed Church in America

R. L. D. S.—Reorganized Church of Latter Day Saints

S.-Day Adv.—Seventh-Day Adventist

Un. Ch. Can.—United Church of Canada

Wes. Meth.—Wesleyan Methodist

Year Organized. Each institution was asked to report the year it was organized as a junior college. In some cases the date of origin of an institution which later developed into a junior college may have been given.

Enrollment. Enrollment data are given for the year June 1, 1956, to May 31, 1957, unless otherwise stated. A "special student" is defined as a student who is not classified as either a freshman or sophomore because he is carrying less than a full-time load but who can be considered to be working toward a degree, diploma, or certificate. An "adult student" is defined as one who is above the compulsory school age and who would not be classified as a freshman, sophomore or special student.

Faculty. The number of faculty is given for the same year as the student enrollment. The full-time faculty equivalent total is the sum of the full-time faculty and the full-time equivalent of the part-time faculty.

Membership. Membership in the American Association of Junior Colleges is indicated by an "M" or a "P" depending upon whether the membership is full or provisional. Active membership is open to any college which has received complete accreditation or equivalent recognition of any of the types indicated under "accreditation" above. Provisional membership is open to newly organized institutions and to others which have not yet received such recognition.

TABLE I
Summaries for All Junior Colleges by States

State	Num- ber of Col- leges	Membership in A.A.J.C.			Student Enrollment, 1956-57				Faculty, 1956-57		
		Ac- Mem- bers	Provi- sional Mem- bers	Total	Fresh- man	Sopho- more	Special	Adult	Full- time Faculty	Part- time Faculty	Total Full- time Equiva- lent
Alabama	9	8	--	2169	1364	654	109	42	74	63	104
Arizona	2	2	--	4243	1055	555	120	2513	86	2	88
Arkansas	4	4	--	2511	1266	731	138	376	62	30	73
California	69	60	--	414428	137147	57976	42986	176319	4894	5191	6253
Colorado	8	8	--	8928	2088	1170	428	5242	211	168	249
Connecticut	8	6	--	11751	1607	924	742	8478	202	431	342
Delaware	1	1	--	225	129	79	17	-----	17	9	22
Dist. of Col.	7	6	1	3162	1610	1486	66	-----	170	56	193
Florida	12	12	--	9813	3762	2078	1972	2001	271	137	314
Georgia	18	13	--	11021	3272	1818	253	5678	235	119	285
Idaho	5	3	--	5223	1525	929	550	2219	127	41	143
Illinois	28	20	1	35947	16055	6853	6543	6496	514	927	821
Indiana	19	1	--	25626	9855	2637	5042	8092	225	624	388
Iowa	24	22	--	13558	2963	1782	723	8090	214	283	316
Kansas	20	18	1	7444	3394	1899	325	1826	182	261	301
Kentucky	12	11	--	3640	2087	1257	136	160	167	61	192
Louisiana	1	1	--	45	17	15	13	-----	12	3	12
Maine	4	3	--	646	368	206	40	32	44	21	52
Maryland	16	9	--	4567	2657	925	322	663	186	72	206
Massachusetts	19	17	--	11297	4552	2686	253	3806	437	280	528
Michigan	19	17	--	28570	10138	4643	4951	8838	546	461	700
Minnesota	11	11	--	9813	1570	789	219	7235	137	149	199
Mississippi	22	17	--	9888	4708	2979	1019	1182	524	87	545
Missouri	21	17	--	12326	4638	3256	488	3944	524	223	637
Montana	3	3	--	693	309	170	32	182	37	30	50
Nebraska	5	3	--	2257	777	397	153	930	66	42	80
Nevada	1	1	--	419	89	45	46	239	20	25	28
New Hampshire	1	1	--	501	245	235	21	-----	47	5	49
New Jersey	11	7	--	4096	2361	1162	475	98	200	85	191
New Mexico	2	1	--	331	221	66	21	23	16	24	28
New York	34	18	--	37310	8315	5090	5479	18426	1001	888	1249
North Carolina	23	18	--	9815	4849	2510	997	1459	376	179	443
North Dakota	4	4	--	2151	1122	528	26	475	77	39	90
Ohio	7	6	--	6614	734	341	1031	4508	31	305	168
Oklahoma	16	11	--	7430	3884	1928	1101	517	218	151	281
Oregon	4	4	--	3314	1213	522	1410	169	135	73	159
Pennsylvania	28	11	--	21709	4489	2336	8119	6765	382	1023	663
Rhode Island	1	1	--	377	41	15	177	144	5	42	14
South Carolina	10	6	1	1678	916	508	213	41	85	48	104
South Dakota	3	2	--	361	117	110	134	-----	15	27	25
Tennessee	8	6	1	2580	1507	904	109	60	153	43	172
Texas	46	42	--	67486	28851	13906	9287	15442	1454	884	1753
Utah	4	4	--	6095	1650	869	826	2750	142	137	184
Vermont	2	2	--	589	332	239	18	-----	41	6	43
Virginia	13	12	--	9257	2654	1555	1689	3359	354	121	409
Washington	11	10	--	27155	4432	1956	2557	18210	313	488	430
West Virginia	3	3	--	1672	1026	578	68	-----	74	5	75
Wisconsin	34	1	--	9380	2197	1263	2247	3673	180	290	269
Wyoming	4	4	--	3402	658	379	129	2236	57	107	88
Alaska	4	4	--	2730	126	59	1308	1237	28	66	64
Canada	5	2	--	1335	441	148	621	125	67	45	87
Canal Zone	1	1	--	691	96	72	66	457	5	28	12
Cuba	1	---	--	738	172	70	200	296	25	12	31
Greece	1	---	--	137	75	62	---	---	12	7	15
Hawaii	2	1	--	357	126	90	124	17	26	4	27
Puerto Rico	1	1	--	219	129	90	---	---	15	5	17
TOTALS	652	475	7	869720	291981	136530	106139	335070	15718	14933	20261

TABLE II
Summaries for Public Junior Colleges by States

State	Number of Col- leges	Membership in A.A.J.C.			Student Enrollment, 1956-57				Faculty, 1956-57		
		Ac- tive Mem- bers	Provi- sional Mem- bers	Total	Fresh- man	Sopho- more	Special	Adult	Full- time Faculty	Part- time Faculty	Total Full- time Equiva- lent
Alabama	1	....	..	252	153	99	.....	.....	15	.....	15
Arizona	2	2	..	4243	1055	555	120	2513	86	2	88
Arkansas	2	2	..	960	375	217	34	334	28	8	31
California	63	55	..	413485	136657	57668	42964	176196	4817	5164	6164
Colorado	7	7	..	8397	1744	984	427	5242	168	160	204
Florida	7	7	..	6920	2348	875	1782	1915	191	104	214
Georgia	9	7	..	9065	2241	1253	131	5440	152	70	183
Idaho	3	2	..	3802	918	598	357	1929	82	20	90
Illinois	16	13	1	32438	14688	6110	6099	5541	383	743	625
Indiana	15	1	..	25354	9767	2544	4951	8092	201	605	358
Iowa	16	15	..	11098	1636	946	619	7897	56	247	143
Kansas	14	13	..	6355	2822	1576	238	1719	140	197	227
Kentucky	1	1	..	573	430	143	.....	.....	9	11	15
Maryland	11	6	..	4072	2359	741	309	663	144	49	158
Massachusetts	2	2	..	755	252	146	151	206	6	71	28
Michigan	16	15	..	28254	9952	4536	4937	8829	513	443	661
Minnesota	9	9	..	9432	1366	621	210	7235	102	140	160
Mississippi	15	14	..	8805	4191	2611	942	1061	453	56	475
Missouri	8	8	..	8075	2605	1443	128	3899	208	136	279
Montana	3	3	..	693	309	170	32	182	37	30	50
Nebraska	4	3	..	2120	692	349	149	930	51	39	64
Nevada	1	1	..	419	89	45	46	239	20	25	28
New Jersey	2	2	..	1153	681	269	203	.....	31	23	43
New Mexico	2	1	..	331	221	66	21	23	16	24	28
New York	17	11	..	35433	7324	4357	5336	18416	829	763	1029
North Carolina	5	4	..	3179	1044	500	424	1211	46	91	78
North Dakota	4	4	..	2151	1122	528	26	475	77	39	90
Ohio	1	1	..	527	205	31	8	283	.....	70	40
Oklahoma	13	9	..	6990	3658	1798	1017	517	194	122	246
Oregon	2	2	..	1657	1040	429	88	100	103	14	108
Pennsylvania	13	1	..	16859	2262	891	7748	5958	178	839	391
Tennessee	1	1	..	755	449	285	21	.....	52	5	52
Texas	35	32	..	65072	27501	13142	9009	15420	1355	784	1605
Utah	4	4	..	6095	1650	869	826	2750	142	137	184
Virginia	2	2	..	6613	1278	560	1540	3235	170	51	189
Washington	10	10	..	27102	4426	1956	2510	18210	313	479	427
West Virginia	1	1	..	578	324	210	44	.....	39	1	39
Wisconsin	30	1	..	9034	2018	1141	2202	3673	150	270	232
Wyoming	4	4	..	3402	658	379	129	2236	57	107	88
Alaska	3	3	..	2683	113	55	1308	1207	10	65	46
Canada	2	.....	..	621	131	90	400	.....	34	34	49
Canal Zone	1	1	..	691	96	72	66	457	5	28	12
TOTALS	377	280	1	776493	252850	111858	97552	314233	11663	12266	15236

TABLE III
Summaries for Private Junior Colleges by States

State	Number of Colleges	Membership in A.A.J.C.			Student Enrollment, 1956-57				Faculty, 1956-57		
		Ac- tive Mem- bers	Pro- visional Mem- bers	Total	Fresh- man	Sopho- more	Special	Adult	Full- time Faculty	Part- time Faculty	Total Full- time Equiva- lent
Alabama	8	8	--	1917	1211	555	109	42	59	63	89
Arkansas	2	2	--	1551	891	514	104	42	34	22	42
California	6	5	--	943	490	308	22	123	77	27	89
Colorado	1	1	--	531	344	186	1	.....	43	8	45
Connecticut	8	6	--	11751	1607	924	742	8478	202	431	342
Delaware	1	1	--	225	129	79	17	.....	17	9	22
Dist. of Col.	7	6	1	3162	1610	1486	66	.....	170	56	193
Florida	5	5	--	2893	1414	1203	190	86	80	33	100
Georgia	9	6	--	1956	1031	565	122	238	83	49	102
Idaho	2	1	--	1421	607	331	193	290	45	21	53
Illinois	12	7	--	3509	1367	743	444	955	131	184	196
Indiana	4	.....	--	272	88	93	91	.....	24	19	30
Iowa	8	7	--	2460	1327	836	104	193	158	36	173
Kansas	6	5	1	1089	572	323	87	107	42	64	74
Kentucky	11	10	--	3067	1657	1114	136	160	158	50	177
Louisiana	1	1	--	45	17	15	13	.....	12	3	12
Maine	4	3	--	646	368	206	40	32	44	21	52
Maryland	5	3	--	495	298	184	13	.....	42	23	48
Massachusetts	17	15	--	10542	4300	2540	102	3600	431	209	500
Michigan	3	2	--	316	186	107	14	9	33	18	39
Minnesota	2	2	--	381	204	168	9	.....	35	9	39
Mississippi	7	3	--	1083	517	368	77	121	71	31	70
Missouri	13	9	--	4251	2033	1813	260	45	316	87	358
Nebraska	1	.....	--	137	85	48	4	.....	15	3	16
New Hampshire	1	1	--	501	245	235	21	.....	47	5	49
New Jersey	9	5	--	2943	1680	893	272	98	169	62	148
New York	17	7	--	1877	991	733	143	10	172	125	220
North Carolina	18	14	--	6636	3805	2010	573	248	330	88	365
Ohio	6	5	--	6087	529	310	1023	4225	31	235	128
Oklahoma	3	2	--	440	226	130	84	.....	24	29	35
Oregon	2	2	--	1657	173	93	1322	69	32	59	51
Pennsylvania	15	10	--	4850	2227	1445	371	807	204	184	272
Rhode Island	1	1	--	377	41	15	177	144	5	42	14
South Carolina	10	6	1	1678	916	508	213	41	85	48	104
South Dakota	3	2	--	361	117	110	134	.....	15	27	25
Tennessee	7	5	1	1825	1058	619	88	60	101	38	120
Texas	11	10	--	2414	1350	764	278	22	99	100	148
Vermont	2	2	--	589	332	239	18	.....	41	6	43
Virginia	11	10	--	2644	1376	995	149	124	184	70	220
Washington	1	.....	--	53	6	.....	47	.....	.....	9	3
West Virginia	2	2	--	1094	702	368	24	.....	35	4	36
Wisconsin	4	.....	--	346	179	122	45	.....	30	20	37
Alaska	1	1	--	47	13	4	.....	30	18	1	18
Canada	3	2	--	714	310	58	221	125	33	11	38
Cuba	1	.....	--	738	172	70	200	296	25	12	31
Greece	1	.....	--	137	75	62	.....	.....	12	7	15
Hawaii	2	.....	1	357	126	90	124	17	26	4	27
Puerto Rico	1	.....	1	219	129	90	.....	.....	15	5	17
TOTALS	275	195	6	93227	39131	24672	8587	20837	4055	2667	5025

Directory of Junior Colleges, 1958

Institution	Location	Administrative Head	Membership	Accred- itation	Type	Control or Affiliation	Organ- ized as a Jr. Coll.	Years Included			Students, 1956-57			Faculty 1956-57		
								Total	Fresh.	Soph.	Spec- ials	Adults	Full- Time	Part- Time	Equi- valent	
ALABAMA																
<i>Publicly controlled</i>																
Alabama State Coll. Br. (N)	Mobile	S. D. Bishop, Dean	....	D A S	C	State	1936	2	252	153	99	....	15	....	15	15
<i>Privately controlled</i>																
Alabama Christian College	Montgomery	Rex A. Turner, Pres.	M D A	D A	C	Ind.	1942	2	277	219	58	....	13	2	14	14
Daniel Payne College (N)	Birmingham	H. D. Gregg, Pres.	M S	C	A. M. E.	1953-54	2	265	125	66	74	....	6	7	10	10
Marion Institute	Marion	C. D. Glover, Pres.	M D A S	D A S	M	Ind.	1919	2	211	155	56	....	6	16	15	15
Sacred Heart College	Cullman	Mother M. S. Sevier, Pres.	M D A S	D A S	W	Catholic	1940	2	140	86	51	3	....	1	18	9
St. Joseph's Prep. Seminary	Holy Trinity	Rev. Killian Mooney, Custod.	M X	C	M	Catholic	1925	2	24	16	8	....	2	3	2	2
Snead Jr. College	Boaz	Virgil McCain, Pres.	M S	C	Methodist	1935	2	555	318	195	....	42	13	7	16	16
Southern Union College	Wadley	Walter Graham, Pres.	M D	C	Cong. Chr.	1922	2	314	175	107	32	....	12	6	15	15
Walker College	Jasper	D. J. Rowland, Pres.	M D A	D A	C	Ind.	1938	2	131	117	14	....	6	4	8	8
ARIZONA																
<i>Publicly controlled</i>																
Eastern Arizona Jr. College	Thatcher	P. E. Guiteau, Pres.	M D A	D A	C	County	1921	2	707	182	83	11	431	22	....	22
Phoenix College	Phoenix	R. J. Hannelly, Dean	M D A N	D A N	C	District	1920	2	3536	873	472	109	2082	64	2	66
ARKANSAS																
<i>Publicly controlled</i>																
Arkansas State Coll.—Beebe Br.	Beebe	Carl R. Reng, Pres.	M D A	D A	C	State	1932	2	123	71	52	....	9	1	9	9
Fort Smith Jr. College	Fort Smith	Elmer Cook, Pres.	M D A	D A	C	Local	1928	2	837	304	165	34	334	19	7	22
<i>Privately controlled</i>																
Little Rock Jr. College	Little Rock	Carey V. Stabler, Pres.	M D N	D N	C	Ind.	1927	2	1311	776	456	79	....	25	18	31
Southern Baptist College	Walnut Ridge	H. E. Williams, Pres.	M D	D	C	Baptist	1941	4	240	115	58	25	42	9	4	11
CALIFORNIA																
<i>Publicly controlled</i>																
Allan Hancock College	Santa Maria	Wm. S. Houpst, Dir.	M D T	D T	C	District	1920	2	1108	218	107	181	602	14	14	22
American River Jr. College	Del Paso Hgts.	Bill J. Priest, Pres.	M D T	D T	C	District	1955	2	2121	870	346	33	872	46	60	61

Antelope Valley College	Lancaster	L. F. Barker, Pres.	M	D	C	Jt.-Un. Dist.	1929	2	3587	410	337	78	2762	28	70	43
Bakersfield College	Bakersfield	Ralph Prator, Pres.	M	D	C	District	1913	2	7227	1281	337	763	5183	112	112	140
Cerritos Jr. College	Norwalk	R. F. Burnight, Pres.	M	D	C	District	1955	2	353	77	16	260	.....	82	23	12
Chaffey College	Ontario	D. B. Milliken, Pres.	M	D	C	Un. Dist.	1916	2	6736	1266	512	1483	3475	55	41	100
Citrus Jr. College	Azusa	M. E. Eisenbise, Dir.	M	D	C	Un. Dist.	1915	2	1435	430	171	51	783	28	13	35
Coalinga College	Coalinga	W. P. Niland, Dir.	M	D	C	Local	1932	2	339	233	77	29	.....	23	9	28
Compton College	Compton	Paul Martin, Pres.	M	D	C	District	1927	2	7254	5586	1620	.....	48	86	58	100
East Contra Costa Jr. Coll.	Concord	Karl O. Drexler, Dir.	M	D	C	District	1950	2	6789	1121	386	272	5010	107	224	153
East Los Angeles Jr. College	Los Angeles	Benjamin K. Swartz, Dir.	M	D	C	District	1947	2	11813	2167	981	8665	.....	61	84	79
El Camino College	El Camino	Forrest G. Murdock, Pres.	M	D	C	District	1945	2	8160	5469	2691	.....	180	31	191	53
Fresno Jr. College	Fresno	Stuart M. White, Pres.	M	D	C	Un. Dist.	1910	2	2832	1001	310	95	1426	77	95	84
Fullerton Jr. College	Fullerton	John N. Reider, Dir.	M	D	C	Jt.-Un. Dist.	1913	2	2739	1550	906	94	189	104	12	108
Fullerton Evening Jr. College	Fullerton	Gerhard D. Ehmann, Dir.	M	D	C	Jt.-Un. Dist.	1946	2	8270	.....	.....	8270	.....	150	40	150
Glendale College	Glendale	J. F. Ching, Pres.	M	D	C	District	1920	2	9267	1465	577	150	7075	88	11	92
Imperial Valley College	El Centro	E. W. Waterman, Dir.	M	D	C	Un. Dist.	1922	2	1594	684	391	519	.....	57	57	57
Lassen Jr. College	Susville	C. F. Karasek, Dir.	M	D	C	District	1924	2	822	238	77	55	452	2	38	14
Long Beach City College	Long Beach	George E. Dotson, Asst Supt.	M	D	C	Un. Dist.	1927	2	166	86	55	8	17	10	13	15
Los Angeles City College	Los Angeles	John Lombardi, Dir.	M	D	C	Un. Dist.	1929	2	37320	17711	3389	3608	12552	274	200	354
Los Angeles Harbor Jr. College	Los Angeles	Raymond J. Casey, Dir.	M	D	C	District	1949	2	4810	3646	1164	.....	57	94	80	54
Los Angeles Jr. College of Bus.	Los Angeles	John N. Given, Dir.	M	D	C	District	1950	2	7069	5809	1260	.....	39	54	54	54
Los Angeles Pierce Jr. College	Woodland Hills	John B. Shepard, Dir.	M	D	C	District	1947	2	8269	6164	2105	.....	53	151	90	90
Los Angeles Trade-Tech. Jr. Coll.	Los Angeles	Francis P. Wilber, Dir.	M	D	C	District	1949	2	16914	3016	785	.....	13113	127	304	193
Los Angeles Valley Jr. College	Van Nuys	Walter T. Coultas, Dir.	M	D	C	District	1926	2	8026	650	275	355	6746	41	57	59
Marin, College of	Kentfield	Ward H. Austin, Pres.	M	D	C	District	1921	2	9294	1401	810	211	6872	113	126	141
Modesto Jr. College	Modesto	Roy C. McCall, Pres.	M	D	C	Local	1947	2	2410	576	262	1572	.....	52	36	64
Monterey Peninsula College	Monterey	Calvin C. Flint, Pres.	M	D	C	Un. Dist.	1946	2	8110	1482	825	1082	4721	107	94	136
Mt. San Antonio College	Pomona	Oscar H. Edinger, Pres.	M	D	C	Un. Dist.	1941	2	627	425	202	.....	1188	24	22	35
Napa Junior College	Napa	Roy L. Patrick, Pres.	M	D	C	Un. Dist.	1942	4	2461	1036	237	.....	12095	162	144	194
Napa Adult Evening College	Napa	Roy L. Patrick, Pres.	M	D	C	District	1953	2	17377	3797	1485	.....	183	961	14	24
Oakland Junior College	Oakland	Frank G. Adams, Dir.	M	D	C	Un. Dist.	1947	2	10754	1327	565	6454	2408	80	126	111
Oceanside Carlsbad College	Oceanside	Robert V. Rodgers, Pres.	M	D	C	District	1946	2	1610	476	189	63	882	25	30	32
Orange Coast College	Costa Mesa	B. H. Peterson, Pres.	M	D	C	Unifed	1947	2	354	84	32	10	228	8	6	9
Palmor College	San Marcos	John W. Dunn, Pres.	M	D	C	District	1924	2	27034	6049	3541	.....	17444	203	374	300
Palo Verde College	Blythe	Frederick R. Huber, Dir.	M	D	C	Un. Dist.	1927	2	401	245	119	20	17	19	27	38
Pasadena City College	Pasadena	W. B. Langsdorf, Pres.	M	D	C	Jt.-Un. Dist.	1926	2	2941	701	303	1937	28	50	38	22
Porterville College	Porterville	O. H. Shires, Dir.	M	D	C	District	1916	2	5994	1185	370	67	4372	54	4	55
Reedley College	Reedley	Stephen E. Epler, Pres.	M	D	C	Un. Dist.	1912	2	2190	933	121	.....	121	121	121	121
Riverside City College	Riverside	H. H. Stephenson, Pres.	M	D	C	District	1919	2	16689	.....	.....	16989	16	316	95	95
Sacramento Junior College	Sacramento	Tom Weems, Vice-Pres.	M	D	C	State	1926	2	44	26	15	3	.....	106	111	128
Sacramento Jr. Coll., Adult Div.	Sacramento	F. A. Bauman, Supt.	M	D	C	Un. Dist.	1914	2	3933	2893	1040	.....	7626	3813	135	250
San Benito Co. Jr. College	Hollister	John L. Lounsbury, Pres.	M	D	C	Un. Dist.	1914	2	3933	2893	1040	.....	7626	3813	135	250
San Bernardino Valley College	San Bernardino	Walter L. Thatcher, Prin.	M	D	C	Un. Dist.	1914	2	3933	2893	1040	.....	7626	3813	135	250
San Diego Junior College	San Diego	Walter L. Thatcher, Prin.	M	D	C	Un. Dist.	1914	2	3933	2893	1040	.....	7626	3813	135	250

Institution	Location	Administrative Head	Membership	Accred- itation	Type	Control or Affiliation	Organ- ized as a Jr. Coll.	Students, 1956-57				Faculty 1956-57			
								Total	Fresh.	Soph.	Spec- ials	Adults	Full- Time	Part- Time	
San Francisco City College	San Francisco	Louis G. Conlan, Pres.	M	D T	C	Local	1935	2	9120	4148	3061	1911	232	23	237
San Jose Junior College	San Jose	H. R. Buchser, Dir.	M	D T	C	Unf. Dist.	1921	2	7360	1854	774	149	4583	76	104
San Luis Obispo Jr. College	San Luis Obispo	Frank C. Holt, Prin.	M	D T	C	District	1936	2	497	109	55	76	257	2	30
San Mateo, College of	San Mateo	Julio L. Bortolazzo, Pres.	M	A T	C	District	1922	2	11210	1340	910	460	8500	122	152
Santa Ana College	Santa Ana	John E. Johnson, Pres.	M	D T	C	District	1915	2	1431	607	267	93	464	42	9
Santa Barbara Jr. College	Santa Barbara	Leonard L. Bowman, Dir.	M	D T	C	District	1952	2	1110	612	276	222	30	24	37
Santa Monica City College	Santa Monica	Wade Thomas, Jr., Pres.	M	T	C	State	1929	2	18209	6200	3632	.....	8377	250	250
Santa Rosa Jr. College	Santa Rosa	Randolph Newman, Pres.	M	D T	C	District	1918	2	5306	800	524	380	3602	68	99
Sequoias, College of the	Visalia	L. Crookshanks, Pres.	M	D T	C	District	1926	2	3453	942	429	179	1903	61	2
Shasta College	Redding	G. A. Collier, Pres.	M	D T	C	Local	1949	2	2519	587	200	111	1621	41	3
Sierra Junior College	Auburn	Harold M. Weaver, Pres.	M	D T	C	District	1936	2	1483	385	217	30	851	31	6
Stockton College	Stockton	Burke W. Bradley, Pres.	M	D T	C	District	1935	2	4838	1019	640	279	2900	112	143
Taft College	Taft	Garlyn A. Basham, Dir.	M	D T	C	Un. Dist.	1922	2	1309	179	118	87	925	19	17
Vallejo Junior College	Vallejo	Cecil A. McDonald, Pres.	M	D T	C	Local	1945	2	776	487	289	.....	1128	74	124
Ventura College	Ventura	Phil H. Putnam, Dir.	M	D T	C	Un. Dist.	1929	2	4851	2356	1367	.....	2562	67	3
West Contra Costa Jr. College	San Pablo	Joseph P. Cosand, Dir.	M	D T	C	District	1949	2	4551	1303	686	.....	1204	42	63
Yuba College	Marysville	J. J. Collins, Pres.	M	D T	C	District	1927	2	2508	581	237	486	.....	.....	.....
Privately controlled															
California Concordia College	Oakland	Ernest F. Scaer, Pres.	M	D ² A ²	C	Lutheran	1918	2	72	37	29	6	15	.....	15
Cogswell Polytech. College	San Francisco	Eugene W. Smith, Pres.	M	T	C	Nonprofit	1930	2	145	78	66	1	10	.....	10
Deep Springs College	Deep Springs	H. R. Roodhouse, Dir.	M	T	C	Nonprofit	1917	3	13	10	3	.....	3	1	3
Humphreys College	Stockton	J. R. Humphreys, Pres.	M	D	C	Nonprofit	1941	2	245	99	58	.....	88	8	14
Los Angeles Pacific College	Los Angeles	Robert J. Cox, Pres.	M	A	C	FreeMeth.	1903	2	117	35	32	15	35	20	6
Menlo College	Menlo Park	William E. Kratt, Pres.	M	T	M	Nonprofit	1926	2	351	231	120	.....	21	6	24
COLORADO															
Publicly controlled															
Fort Lewis A&M College	Durango	Charles D. Rea, Pres.	M	D A	C	State	1927	2	386	135	111	.....	140	18	2
Lamar Junior College	Lamar	Horace C. Kelley, Pres.	M	D A ²	C	County	1937	2	377	53	40	26	258	10	17
Mesa County Junior College	Grand Junction	Horace J. Wubben, Pres.	M	D A ² N	C	County	1925	2	1764	525	241	48	950	37	15
Northeastern Junior College	Sterling	Ervin S. French, Pres.	M	D A ²	C	County	1941	2	736	135	98	60	443	14	14
Otero Junior College	La Junta	W. L. McDivitt, Pres.	M	D A ²	C	County	1941	2	360	178	53	34	95	16	7
Pueblo Junior College	Pueblo	Marvin C. Knudsen, Pres.	M	D N	C	County	1933	2	3157	502	319	243	2093	49	33
Trinidad State Jr. College	Trinidad	Dwight C. Baird, Pres.	M	D A ²	C	County	1925	2	1617	216	122	16	1263	24	51
Privately controlled															
Colorado Woman's College	Denver	Eugene E. Dawson, Pres.	M	D A N	W	Nonprofit	1920	2	531	344	186	1	.....	43	8

CONNECTICUT

Privately controlled

Connecticut, Jr. College of	Bridgport	Earle M. Bigsbee, Dean	M	D A E	C	Nonprofit	1927	2	2820	715	438	127	1540	85	64	98
Hartford College	West Hartford	Laura A. Johnson, Pres.	M	D A	W	Nonprofit	1939	2	51	24	25	2	...	2	21	8
Hillier College	Hartford	Alan S. Wilson, Pres.	M	D E	C	Nonprofit	1937	2	5361	345	164	100	4752	55	224	140
Mitchell College	New London	Robert C. Weller, Pres.	M	D E	C	Nonprofit	1938	2	991	210	85	212	484	19	17	24
New Haven College	New Haven	M. K. Peterson, Pres.	M	D A E	C	Nonprofit	1926	2	1607	31	17	261	1298	...	71	19
Our Lady of the Angels Jr. Coll.	New Haven	Mother Mary Laura, Pres.	M	X	W	Catholic	1950	3	62	12	18	...	32	3	6	5
Quinnipiac College	Hamden	Nils G. Sahlin, Pres.	M	D	C	Nonprofit	1929	2	714	205	132	5	372	25	20	31
St. Thomas Seminary	Bloomfield	Rt. Rev. Msgr. Byrnes, Pres.	...	D E	M	Catholic	1897	2	145	65	45	35	...	13	8	17

DELAWARE

Privately controlled

Wesley Junior College	Dover	J. Paul Slaybaugh, Pres.	M	A M Y	C	Methodist	1942	2	225	129	79	17	...	17	9	22
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DISTRICT OF COLUMBIA

Privately controlled

Georgetown Visitation Jr. Coll.	Washington	Mother M. Cecilia Clark, Pres.	M	D M	W	Catholic	1919	2	168	93	74	1	...	6	13	12
George Washington U. Jr. Coll.	Washington	George M. Koehl, Dean	M	M	C	Nonprofit	1930	2	2190	1030	1160	...	...	110	...	110
Holton-Arms Jr. College	Washington	Mildred Brown, Pres.	M	D A	W	W	Nonprofit	1929	2	63	37	25	...	5	9	9
Immaculate Jr. College	Washington	Sister Mary Joan, Pres.	M	D M	W	Catholic	1922	2	136	89	47	...	...	12	7	14
Marjorie Webster Jr. College	Washington	Marjorie F. Webster, Pres.	M	D	W	Propriet.	1920	2	267	165	100	2	...	27	2	27
Mount Vernon Jr. College	Washington	George W. Lloyd, Pres.	M	D	W	Nonprofit	1927	2	175	112	57	6	...	10	13	17
Washington Hall Jr. College	Washington	John J. Humphrey, Pres.	P	D	C	Nonprofit	1954	2	163	84	23	56	...	...	12	4

FLORIDA

Publicly controlled

Chipola Junior College	Marianna	K. G. Skaggs, Pres.	M	D A	C	Jt. County	1947	2	869	206	143	45	475	29	12	32
Gibbs Junior College (N)	St. Petersburg	John W. Rembert, Pres.	M	D A ²	C	County	1957	2	210	202	...	8	...	14	2	14
Gulf Coast Com. Jr. Coll.	Panama City	Ted W. Booker, Pres.	M	D	C	County	1957	2	181	180	...	...	1	6	8	9
Palm Beach Junior College	Lake Worth	J. I. Leonard, Pres.	M	D A S	C	County	1933	2	745	397	111	183	54	22	1	22
Pensacola Junior College	Pensacola	H. L. Ashmore, Pres.	M	D S	C	Jt. County	1948	2	2411	543	235	1427	206	50	16	54
St. Petersburg Jr. College	St. Petersburg	Michael M. Bennett, Pres.	M	D A S	C	County	1927	2	2322	690	334	119	1179	58	65	71
Washington Junior College (N)	Pensacola	G. T. Wiggins, Pres.	M	D ¹	C	County	1949	3	182	130	52	...	...	12	...	12

Privately controlled

Edward Waters College (N)	Jacksonville	Wm. B. Stewart, Pres.	M	D A S	C	A.M.E.	1930	2	579	291	170	41	77	21	4	22
Florida Christian College	Tampa	James R. Cope, Pres.	M	S	C	Nonprofit	1946	2	226	137	69	20	...	12	6	15
Jacksonville University	Jacksonville	Franklyn Johnson, Pres.	M	S	C	Nonprofit	1934	2	1414	641	732	41	...	28	13	36
Orlando Junior College	Orlando	Morris S. Hale, Jr., Pres.	M	D ² A ¹	C	Nonprofit	1941	2	632	315	220	88	9	14	8	16
Webber College	Babson Park	Paul C. Staake, Pres.	M	D ² A	W	Nonprofit	1927	2	42	30	12	5	2	11

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								Total	Fresh.	Soph.	Speci-als	Adults	Full- Time	Part- Time	Equi- valent Full- Time	
GEORGIA																
<i>Publicly controlled</i>																
Abraham Baldwin Agri. Coll.	Tifton	G. P. Donaldson, Pres.	M	D A S	C	State	1933	2	4782	323	234	4225	22	4	24	
Armstrong College of Savannah	Savannah	Foreman M. Hawes, Pres.	M	S	C	Local	1935	2	1606	236	90	70	1210	21	40	38
Augusta Junior College	Augusta	G. B. Robins, Pres.	M	S	C	County	1925	2	261	192	69	5	3	11	9	
Georgia Military College	Milledgeville	R. A. Thorne, Pres.	M	D A S	C	Local	1930	2	178	110	63	5	.....	18	.....	18
Georgia Military College	Americus	Lloyd A. Moll, Pres.	M	D S	C	State	1926	2	452	259	183	10	22	22	22	22
Gordon Military College	Barnesville	C. T. B. Harris, Pres.	M	D S	C	Local	1927	2	241	158	78	5	3	5	6	6
Middle Georgia College	Cochran	L. E. Roberts, Pres.	M	D S	C	State	1928	2	511	323	160	28	18	3	19	19
South Georgia College	Douglas	W. S. Smith, Pres.	M	D S	C	State	1927	2	560	344	216	.....	18	4	20	20
West Georgia College	Carrollton	I. S. Ingram, Pres.	M	D S	C	State	1933	2	474	296	160	18	27	3	27	27
<i>Privately controlled</i>																
Andrew College	Cuthbert	G. W. Gambill, Pres.	M	Y S	C	Methodist	1917	2	160	44	20	9	87	7	6	9
Birchwood Junior College	Thomasville	J. W. Hendricks, Sr., Pres.	M	.....	C	Baptist	1954	2	42	10	6	7	19	5	3	6
Brewton-Parker Jr. College	Mt. Vernon	M. A. Murray, Pres.	M	D A	C	Baptist	1927	2	185	100	75	10	8	2	8	6
Emmanuel College	Franklin Sprgs.	W. G. Drum, Pres.	M	D A	C	Pent. Hol.	1933	2	130	85	34	11	.....	10	6	6
Emory at Oxford	Oxford	V. Y. C. Eady, Dean	M	S Y	C	Methodist	1929	4	227	109	75	43	17	3	18	18
Norman College	Norman Park	G. N. Atkinson, Pres.	M	D S	C	Baptist	1928	2	350	151	59	40	100	9	5	12
Reinhardt College	Waleska	J. R. Burgess, Jr., Pres.	M	A S	C	Methodist	1883	2	146	81	65	.....	10	2	11	20
Truett McConnell College	Cleveland	Joe H. Miller, Pres.	M	D A ²	C	Baptist	1946	2	222	109	79	2	32	10	11	12
Young Harris College	Young Harris	Charles R. Clegg, Pres.	M	Y S	C	Methodist	1912	2	494	342	152	.....	17	7	.....	7
IDAHO																
<i>Publicly controlled</i>																
Boise Junior College	Boise	E. B. Chaffee, Pres.	M	D W	C	District	1932	2	2953	632	386	337	1598	52	8	56
Lewis-Clark Normal School	Lewiston	D. R. Theophilus, Pres.	M	W	C	State	1955	2	210	113	97	.....	10	1	10	24
North Idaho Jr. College	Coeur d'Alene	G. O. Kildow, Pres.	M	D W	C	District	1933	2	639	173	115	20	331	20	11	24
<i>Privately controlled</i>																
College of St. Gertrude	Cottonwood	Mother M. A. Uhlenkott, Pres.	X	W	C	Catholic	1956	2	65	22	22	6	15	.....	10	4
Ricks College	Rexburg	J. L. Clarke, Pres.	M	W	C	Mormon	1915	2	1356	585	309	187	275	45	11	48
ILLINOIS																
<i>Publicly controlled</i>																
Belleville Junior College	Belleville	K. L. Edwards, Dean	M	D A	C	Local	1946	2	1635	185	150	.....	1300	3	72	37

Centralia Twp. Jr. College	Centralia	R. O. Birkhimer, Dean	M D A	C	Local	1940	2	316	90	74	20	132	2	31	18
Chicago City Jr. College	Chicago	T. H. Trimble, Ass't Dean	D N	C	Local	1956	2	1973	1487	423	63	.....	4	62	22
Amundsen Branch	Chicago	L. M. Hrudka, Dean	D N	C	Local	1934	2	1380	507	682	191	.....	32	34	43
Crane Branch	Chicago	J. M. Sachs, Dean	D N	C	Local	1957	2	508	442	40	26	.....	2	28	10
Southeast Branch	Chicago	P. Masiko, Jr., Dean	M D A N	C	Local	1934	2	6938	1961	912	4065	.....	110	83	129
Wilson Branch	Chicago	P. Masiko, Jr., Dean	M D A N	C	Local	1934	2	10862	7416	2794	652	.....	170	114	194
Wright Branch	Chicago	Mary Miller, Dean	M D A	C	District	1946	2	383	237	131	15	.....	2	27	15
Danville Junior College	Danville	G. I. Renner, Dean	M D	C	Un. Dist.	1949	2	1826	119	58	752	897	.....	64	18
Elgin Community College	Elgin	E. M. Rowley, Dean	M D A N	C	Local	1901	2	7157	175	32	.....	.....	2	58	25
Joliet Junior College	Joliet	F. H. Dolan, Dir.	M D A N	C	District	1924	2	804	193	111	10	490	1	29	10
La Salle-Peru-Oglesby Jr. Coll.	La Salle	F. S. Olsen, Supt.	M D N	C	District	1929	2	561	225	95	20	221	8	32	22
La Grange Community College	La Grange	C. T. Gillyub, Dean	M D N	C	Local	1946	2	2335	455	65	173	1642	3	41	15
Moline Community College	Moline	C. T. Gillyub, Dean	M D N	C	Local	1946	2	2335	455	65	173	1642	3	41	15
Morton Junior College	Cicero	H. J. White, Dean	M D A N	C	District	1924	2	998	410	221	16	351	15	47	32
Mt. Vernon Community College	Mt. Vernon	H. E. Rawlinson, Dean	P	C	District	1956	2	520	101	4	64	.....	21	6	6
Thornton Junior College	Harvey	J. D. Logsdon, Supt.	M D N	C	Local	1927	2	685	353	175	.....	157	29	.....	29
Privately controlled															
The Felician College	Chicago	Sister M. Innocenta, Pres.	M D A X	W	Catholic	1953	2	72	16	22	34	.....	5	11	7
Kendall College	Evanston	W. M. Westerberg, Pres.	M D A	C	Methodist	1934	2	184	96	56	24	8	5	20	10
Lincoln College	Lincoln	R. N. Dooley, Pres.	M N	C	Presbyter.	1929	2	351	159	90	10	92	13	8	19
Mallinckrodt College	Wilmette	Sister M. Lucy, Dean	D ²	W	Catholic	1918	2	33	19	7	7	.....	3	4	5
Monticello College	Alton	R. T. Sharpe, Pres.	M D A N	W	Nonprofit	1917	2	157	109	43	5	.....	25	9	22
North Park Coll. & Theol. Sem.	Chicago	Clarence A. Nelson, Pres.	M D A N	C	Ev. M. C.	1919	2	1245	433	245	14	553	14	62	32
Peoria College	Peoria	W. W. Grimm, Dean	M D N	C	Nonprofit	1946	2	268	98	62	108	.....	9	12	12
St. Bede Jr. College	Peru	Rt. Rev. L. Volts, Pres.	M D A N	C	Catholic	1940	2	40	23	3	.....	.....	12	7	15
St. Henry's Seminary	Belleville	C. J. Meile, Rector	X	M	Catholic	1924	2	72	42	22	14	6	.....	6	4
St. Joseph's Seminary	Westmont	Rev. D. Pfeilschifter, Rector	D ² A X	M	Catholic	1927	2	68	44	23	1	.....	5	8	15
Shimer College	Mt. Carroll	F. Joseph Mullin, Pres.	M D A N	C	Nonprofit	1907	2	142	104	17	21	.....	14	5	15
Springfield Jr. College	Springfield	Andrew A. O'Laughlin, Dean	M D A N	C	Catholic	1929	2	877	224	140	211	302	26	32	32
INDIANA															
Publicly controlled															
Indiana University	East Chicago	Harold E. Burns, Dir.	N	C	State	1932	2	2027	1145	200	250	432	13	49	30
Extension Centers	Calumet	Robert N. Huff, Dir.	N	C	State	1946	2	505	208	170	50	77	.....	26	7
Earlham College	Richmond	John C. Buhrles, Dir.	N	C	State	1917	2	2167	1099	250	350	468	11	45	24
Fort Wayne	Fort Wayne	John C. Buhrles, Dir.	N	C	State	1948	2	2342	1196	280	240	626	13	46	29
Gary	Gary	Virgil Hunt, Dir.	N	C	State	1916	2	4104	2200	516	360	1028	20	91	55
Indianapolis	Indianapolis	Smith Higgins, Dir.	N	C	State	1945	2	1345	685	130	150	380	5	43	18
Kokomo	Kokomo	Jack J. Dertler, Dir.	N	C	State	1933	2	5960	1356	280	330	3974	12	77	30
South Bend-Mishawaka	South Bend	Byron F. Laird, Dir.	N	C	State	1941	2	1809	808	240	370	391	11	48	24
Southeastern	Jeffersonville	J. Howard Hill, Dir.	N	C	State	1950	2	307	117	30	45	115	.....	12	4
Vincennes	Vincennes	J. Howard Hill, Dir.	N	C	State	1950	2	307	117	30	45	115	.....	12	4

INDIANA

Publicly controlled

Indiana University Extension Centers	East Chicago
Columet	Richmond
Earlham College	Fort Wayne
Fort Wayne	Gary
Gary	Indianapolis
Indianapolis	Kokomo
Kokomo	South Bend
South Bend-Mishawaka	Jeffersonville
Southeastern	Vincennes
Vincennes	

Institution	Location	Administrative Head	Membership	Accred- itation	Type	Control or Affiliation	Organ- ized as a Jr. Coll.	Students, 1956-57			Faculty 1956-57		
								Total	Fresh.	Soph.	Spec- ials	Admits	Full- Part- Time	Equip- ment Full- Time
Purdue University													
Extension Centers													
Fort Wayne Tech.	Fort Wayne	R. M. Bateman, Dir.	D N		C	State	1944	2 1191	139	68	606	378	25 29
Hammond Tech.	Hammond	M. E. Gyle, Dir.	D N		C	State	1943	2 1711	309	112	1195	95 42	
Indianapolis Tech.	Indianapolis	Clifford Larson, Dir.	D N		C	State	1945	2 1070	184	68	750	60 20	
Lafayette Tech.	Lafayette	C. W. Beese, Dean	D N		M	State	1955	2 98			98	7 2	
Michigan City Tech.	Michigan City	Robert Schwarz, Dir.	D N		C	State	1945	2 211	19		132	5 17	
Vincennes University	Vincennes	Dr. I. K. Beckes, Pres.	M D		C	State-City	1878	2 507	302	200	5	17 8	
Privately controlled													
Ancilla Domini College	Donaldson	Sister M. Loyola, Dean	D		W	Catholic	1937	2 53	20	30	3	2 8	
Fort Wayne Art Schl & Museum	Fort Wayne	Francis C. Baptist, Dir.	A		C	Nonprofit	1921	3 58	22	16	20	6 5	
Our Lady of the Lake Seminary	Lake Wawasee	Rev. John S. Smerke, Rector	X		M	Catholic	1939	3 61	29	22	10	12 2	
Victory Noll Junior College	Huntington	Mother Cecilia, Superior Gen.	X		W	Catholic	1949	2 100	17	25	58	4 4	
IOWA													
Publicly controlled													
Boone Junior College	Boone	Robert D. Heyen, Dean	M D		C	Local	1927	2 395	52	53	1	289 4	
Burlington	Burlington	D. D. Stonehocker, Dean	M D		C	Local	1920	2 795	198	96	8	493 3	
Centerville Community College	Centerville	Louis R. Newsham, Dean	D		C	Local	1930	2 97	44	33	20	1 14	
Clarinda Junior College	Clarinda		M D		C	Local	1923	2 602	110	46	110	336 6	
Clinton Junior College	Clinton	Paul B. Sharar, Dean	M D		C	District	1946	2 146	78	37	2	29 5	
Creston Junior College	Creston	F. M. Herring, Dean	M D		C	Local	1926	2 493	59	42	135	257 3	
Eagle Grove Junior College	Eagle Grove	Carl E. Thorson, Dean	M D		C	Local	1928	2 369	95	63	17	194 1	
Ellsworth Junior College	Iowa Falls	Earl Cope, Supt.	M D		C	Local	1929	4 534	96	55	50	333 4	
Emmettsburg Junior College	Emmettsburg	R. K. Lauger, Supt. of Schools	M D		C	District	1930	2 156	44	25	1	86 5	
Estherville Junior College	Estherville	Walter B. Hammer, Dean	M D		C	Local	1923	2 363	80	55	7	221 2	
Fort Dodge Junior College	Fort Dodge	Paul Seydel, Dir.	M D		C	Local	1921	2 1815	156	76	12	1571 4	
Keokuk Community College	Keokuk	James A. McKinstry, Dean	M D		C	Local	1953	2 246	81	38	24	103 4	
Marshalltown Jr. College	Marshalltown	B. R. Miller, Principal	M D		C	Local	1927	2 1053	112	41		900 1	
Mason City Junior College	Mason City	C. H. Beem, Dean	M D		C	District	1918	2 3006	247	202	158	2399 17	
Muscatine Junior College	Muscatine	James F. Loper, Dean	M D		C	Local	1929	2 703	117	70	68	448 5	
Webster City Junior College	Webster City	A. W. Langerak, Dean	M D		C	District	1926	2 325	67	14	26	218 1	
Privately controlled													
Dordt College	Sioux Center	B. J. Haan, Pres.	A ¹		C	Chr. Ref.	1955	2 73	54	19		6 1	
Graceland College	Lamoni	W. S. Gould, Act'g Pres.	M D		C	RLDS	1915	2 697	380	271	46	31 8	

Grand View College	Des Moines	Ernest D. Nielsen, Pres.	M	D	A	C	Lutheran	1925	2	406	299	106	1	17	6	19
Mount Mercy Jr. College	Cedar Rapids	Sister M. A. Kennedy, Dean	M	D	A	W	Catholic	1928	3	248	100	80	49	32	3	34
Mount Saint Clare College	Clinton	Mother M. Regis Cleary, Pres.	M	D	A	W	Catholic	1918	2	224	91	101	1	32	14	7
Northwestern College	Orange City	Preston J. Stegenga, Pres.	M	D	A	C	Ref. Ch.A.	1928	2	354	127	84	142	20	5	22
Ottumwa Heights College	Ottumwa	Sister M. A. Kennedy, Dean	M	N	N	W	Catholic	1925	2	160	91	69	7	20	2	21
Waldorf College	Forest City	Sigvald D. Fauske, Pres.	M	D	N	C	Lutheran	1920	2	298	185	106	7	18	4	21
KANSAS																
<i>Publicly controlled</i>																
Arkansas City Jr. College	Kansas City	K. R. Galle, Dean	M	D	A	C	District	1922	2	640	234	127	35	244	11	27
Chanute Junior College	Chanute	H. A. Jester, Dean	M	D	A	C	District	1936	2	117	117	70	31	3	21	15
Coffeyville College	Coffeyville	Karl M. Wilson, Dean	M	D	A	C	Local	1923	2	983	291	207	8	477	18	7
Dodge City College	Dodge City	Guy C. Davis, Dean	M	D	A	C	District	1935	2	754	189	102	14	449	12	14
El Dorado Junior College	El Dorado	Tilghman H. Aley, Dean	M	D	A	C	District	1927	2	547	251	96	10	190	7	23
Fort Scott Jr. College	Fort Scott	C. W. Trogdon, Dean	M	D	A	C	Local	1919	2	215	127	63	25	2	17	8
Garden City Junior College	Garden City	A. H. Elland, Dean	M	D	A	C	Local	1920	2	288	108	79	20	81	2	27
Highland Junior College	Highland	Dale M. Kessinger, Dean	M	D	A	C	Local	1928	2	583	350	218	15	18	10	23
Hutchinson Junior College	Hutchinson	Ellsworth R. Briggs, Dean	M	D	N	C	Local	1925	2	296	190	92	14	4	20	13
Independence Community Coll.	Independence	Fred Chotot, Dean	M	D	N	C	Local	1925	2	140	86	48	6	3	17	9
Iola Junior College	Iola	Floyd C. Smith, Dean	M	D	A	C	District	1923	2	663	386	206	18	53	6	20
Kansas City Jr. College	Kansas City	C. W. Harvey, Dean	M	D	A	C	Local	1923	2	339	212	101	22	29	11	11
Parsons Junior College	Parsons	Chas. E. Thiebaud, Dean	M	D	A	C	Local	1938	2	549	209	101	39	200	6	15
Pratt Junior College	Pratt	Charles M. Barnes, Dean	M	D	A	C	Local	1938	2	549	209	101	39	200	6	15
<i>Privately controlled</i>																
Central College	McPherson	Elmer E. Parsons, Pres.	M	D	A	C	FreeMeth.	1914	2	70	40	27	3	8	10	11
Donnelly College	Kansas City	Sister Jerome Keeler, Dean	M	D	A	C	Catholic	1949	2	452	207	101	44	100	13	3
Friends Bible College	Haviland	Sheldon G. Jackson, Pres.	P	D	A	C	Friends	1917	2	81	48	21	12	7	7	10
Hesston College	Hesston	Roy D. Roth, Pres.	M	D	A	C	Mennonite	1915	2	136	84	40	12	1	17	9
Miltonville Wesleyan College	Miltonville	Wesley L. Knapp, Pres.	M	D	A	C	Methodist	1909	2	61	43	16	2	1	11	9
St. John's College	Winfield	C. A. Munding, Pres.	M	D	A	C	Lutheran	1893	2	289	150	118	14	7	12	16
KENTUCKY																
<i>Publicly controlled</i>																
Paducah Junior College	Paducah	R. G. Matheson, Pres.	M	S	S	C	Local	1932	2	573	430	143	.....	9	11	15
<i>Privately controlled</i>																
Bethel College	Hopkinsville	W. Edwin Richardson, Pres.	M	S	S	C	Baptist	1916	2	295	120	68	36	71	11	7
Campbellsville College	Campbellsville	John M. Carter, Pres.	M	S	S	C	Baptist	1924	2	359	233	117	9	.....	18	2
Caney Junior College	Pippa Passes	Alice Lloyd, Dir.	M	D	S	C	Nonprofit	1923	2	178	100	78	.....	10	7	12
Cumberland College	Williamsburg	J. M. Boswell, Pres.	M	S	S	C	Baptist	1889	2	735	414	321	.....	17	13	23
Lees Junior College	Jackson	R. G. Landolt	M	S	S	C	Presby.	1927	2	263	128	122	13	.....	11	3
Lindsey Wilson College	Columbia	John B. Horton, Pres.	M	Y	S	C	Methodist	1923	2	224	131	92	1	14	3	14
Loretto Junior College	Loretto	Mother M. Luke, Pres.	D	D	D	W	Catholic	1934	2	124	22	41	61	.....	7	6
Midway Junior College	Midway	Lewis A. Piper, Pres.	M	D	S	W	Disc. Chr.	1949	4	73	50	22	1	.....	5	8
Pikeville College	Pikeville	A. A. Page, Pres.	M	S	S	W	C Presby.	1889	2	425	266	159	.....	33	3	33

Institution	Location	Administrative Head	Membership	Accred-itation	Type of Control or Affiliation	Years Included as a Jr. Coll.	Students, 1956-57			Faculty 1956-57		
							Total	Fresh.	Soph.	Spec-ials	Adults	Full-time
												Part-time
St. Catharine College	St. Catharine	Sister Jean Marie, Pres.	M D X	C	Catholic	1931	145	33	14	9	89	18
Sue Bennett College	London	Oscie Sanders, Pres.	M S	C	Methodist	1922	246	160	80	6	.....	14
LOUISIANA												
<i>Privately controlled</i>												
Saint Joseph Seminary	St. Benedict	Rev. Anthony Tassin, Dean	M D A S	M	Catholic	.....	45	17	15	13	.....	12
MAINE												
<i>Privately controlled</i>												
Oblate College & Seminary	Bar Harbor	Rev. L. V. Theriault, Rector	X	M	Catholic	1944	41	13	21	7	.....	4
Portland Junior College	Portland	Luther I. Bonney, Dean	M A ¹	M	Nonprofit	1933	189	123	55	11	.....	10
Ricker College	Houlton	C. W. Howard, Pres.	M E	C	Baptist	1926	68	41	18	9	.....	7
Westbrook Junior College	Portland	Milton D. Proctor, Pres.	M A ¹ E	W	Nonprofit	1925	348	191	112	13	32	23
MARYLAND												
<i>Publicly controlled</i>												
Baltimore Junior College	Baltimore	Paul L. Johnson, Dean	M D A	C	Local	1947	910	734	202	74	.....	31
Catonsville Community College	Catonsville	O. H. Laine, Dean	D ¹	C	County	1957	75	75	.....	.....	.....	14
Essex Community College	Essex	M. S. Koch, Dean	D ¹	C	County	1957	59	59	.....	.....	.....	.....
Frederick Community College	Frederick	D. W. Sweadner, Dean	M D ¹	C	County	1957	76	76	.....	.....	.....	.....
Hagerstown Junior College	Hagerstown	Atlee C. Kepler, Dean	M D A	C	County	1946	850	304	97	14	435	12
Harford Junior College	Bel Air	J. W. Musselman, Dean	M D ¹	C	County	1957	119	119	.....	.....	.....	10
Maryland State Teachers Coll.	Salisbury	Wilbur Devilbiss, Pres.	D A M	C	State	1935	58	44	14	.....	.....	3
Montgomery Junior College	Takoma Park	Donald E. Deyo, Dean	M D M	C	County	1946	948	625	194	129	.....	35
St. Mary's Seminary Jr. College	St. Mary's City	May Russell, Pres.	M D A M	C	State	1927	351	51	30	42	228	18
State Teachers College, Towson	Baltimore	Earle T. Hawkins, Pres.	M D A M	C	State	1946	97	68	29	.....	.....	12
State Teachers College	Frostburg	R. Bowen Hardesty, Pres.	D A M	C	State	1932	429	204	175	50	.....	34
<i>Privately controlled</i>												
Baltimore, J. C. of Univ. of	Baltimore	Theodore H. Wilson, Pres.	M D A ²	C	Nonprofit	1937	233	141	92	.....	.....	15
St. Charles College	Catonsville	Rev. J. C. Dukelhart, Pres.	D M	M	Catholic	1831	123	69	44	10	.....	7
St. Peter's College	Baltimore	Rev. Edward J. Gleason, Pres.	M D X	M	Catholic	1950	1	31	16	15	.....	6
Villa Julie College	Stevenson	Sister Marie Dolores, Pres.	M D	W	Catholic	1932	82	54	25	3	.....	8
Xaverian College	Silver Spring	Brother Climacus, Dean	D X	M	Catholic	1931	26	18	8	.....	.....	3
MASSACHUSETTS												
<i>Publicly controlled</i>												
Holyoke Junior College	Holyoke	George E. Frost, Dir.	M D	C	Local	1946	525	162	99	145	119	51
Newton Junior College	Newtonville	Walter M. Taylor, Dir.	M D	C	Local	1946	230	90	47	6	87	20

Privately controlled

Bay Path Junior College	Longmeadow	Thomas G. Carr, Pres.	M	D	Nonprofit	1949	2	230	125	75	30	.....	10	6	14
Becker Junior College	Worcester	Warren C. Lane, Pres.	M	D	Nonprofit	1942	2	927	324	184	.....	119	21	8	24
Boston Univ. Jr. College	Boston	Judson R. Butler, Dean	M	D E Y	Nonprofit	1952	2	627	639	288	.....	40	40	1	40
Bradford Junior College	Bradford	Dorothy M. Bell, Pres.	M	D E	W	1902	2	308	175	132	1	666	29	6	32
Burdett College	Boston	C. F. Burdett, Pres.	M	D	C Propriet.	1912	2	1223	276	274	7	.....	20	17	25
Cambridge Junior College	Cambridge	Irving T. Richards, Pres.	M	D	C Nonprofit	1934	2	51	34	15	2	.....	2	8	4
Chamberlayne Junior College	Boston	Matthew J. Malloy, Pres.	M	D	C Nonprofit	1939	2	133	89	48	1	.....	11	9	15
Dean Junior College	Franklin	William C. Garner, Pres.	M	D A ²	C Nonprofit	1939	2	323	238	85	.....	22	5	25	25
Endicott Junior College	Beverly	George O. Bierkoe, Pres.	M	D A E	W Nonprofit	1939	2	408	224	162	1	21	37	4	39
Fisher Junior College	Boston	Sanford L. Fisher, Pres.	M	D	W Nonprofit	1952	2	320	180	100	40	.....	16	8	20
Garland School, a Junior College	Boston	Gladys Beckett Jones, Pres.	M	D E	W Nonprofit	1947	2	180	114	59	4	3	18	14	22
Lasell Junior College	Auburndale	Raymond C. Wass, Pres.	M	D E	W Nonprofit	1932	2	599	353	237	9	.....	50	10	54
Leicester Junior College	Leicester	Paul R. Swan, Pres.	M	D	M Nonprofit	1939	2	80	60	20	.....	.....	7	2	8
Nichols Junior College	Dudley	James L. Conrad, Pres.	M	D A E	W Nonprofit	1931	2	343	183	160	.....	.....	19	5	22
Pine Manor Junior College	Wellesley	Fred C. Ferry, Jr., Pres.	M	D E	W Nonprofit	1911	2	233	146	84	3	.....	20	18	20
Wentworth Institute	Boston	H. Russell Beatty, Pres.	M	D	M Nonprofit	1904	2	2494	688	368	4	1434	82	30	92
Worcester Junior College	Worcester	Harold Bentley, Dir.	M	D E	C Nonprofit	1938	2	2058	452	249	.....	1357	27	58	44

MICHIGAN*Publicly controlled*

Alpena Community College	Alpena	Stanley E. Van Lare, Dir.	M	D	C Local	1952	2	669	115	43	48	463	7	11	11
Battle Creek Community College	Battle Creek	Robert O. Hutton, Dir.	M	D A ²	C Local	1956	1	219	109	.....	110	.....	3	7	7
Bay City Community College	Bay City	Eric J. Bradner, Dean	M	N	M Local	1922	2	3267	903	575	8	1781	36	52	58
Community Coll. & Tech. Inst.	Benton Harbor	C. G. Beckwith, Pres.	M	A ¹	C Local	1946	2	694	241	86	192	175	19	14	23
Ferris Inst. Gen. Coll. & Pre-prof. Div.	Big Rapids	A. J. Delio, Dean	M	D	C State	1953	3	841*	573	256	12	.....	33	7	36
Flint Junior College	Flint	Glyde E. Blocker, Dean	M	N	C Local	1923	2	3824	2470	1132	222	.....	101	47	113
Gogebic Community College	Ironwood	Jacob A. Solin, Dir.	M	D A N	C District	1932	2	289	83	48	30	128	2	18	11
Grand Rapids Junior College	Grand Rapids	John E. Tirrell, Dean	M	D N	C Local	1914	2	2574	1461	551	245	317	65	28	72
Henry Ford Community College	Dearborn	Fred K. Eshleman, Dean	M	N	C Local	1938	2	5725	1235	483	3182	825	84	139	125
Highland Park Junior College	Highland Park	Grant O. Withey, Dean	M	D A N	C Local	1918	2	1455	1056	399	58	.....	58	3	59
Jackson Junior College	Jackson	William N. Atkinson, Pres.	M	N	C Local	1928	2	896	407	262	227	.....	27	12	35
Lansing Community College	Lansing	Philip J. Gannon, Dean	M	D	C Local	1957	2	610	175	.....	435	.....	7	15	12
Muskegon Community College	Muskegon	A. G. Umbreit, Dir.	M	D A N	C Local	1926	2	1607	336	249	154	868	23	44	36
Northwestern Michigan College	Traverse City	Preston N. Tanis, Dir.	M	D	C District	1921	2	991	221	131	39	600	12	9	16
Port Huron Junior College	Port Huron	James C. Browning, Dean	M	D N	C Local	1953	2	3588	360	168	33	3027	31	2	32
South Macomb Community Coll.	Van Dyke	Walter E. Bradley, Dean	M	D	C Local	1953	2	1005	207	153	.....	645	5	35	15

Privately controlled

St. Joseph's Seminary	Grand Rapids	Rt. Rev. E. F. Falicki, Rector	X		M Catholic	1909	2	47	26	21	.....	.....	7	.....	7
Spring Arbor Junior College	Spring Arbor	Roderick J. Smith, Pres.	M	D	C FreeMeth.	1873	2	146	85	51	10	.....	19	3	20
Suomi Coll. & Theological Sem.	Hancock	David T. Halkola, Pres.	M	D	C Lutheran	1923	2	123	75	35	4	9	7	15	12

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Institution	Location	Administrative Head	Membership	Accred-itation	Type	Control or Affiliation	Organ-ized as a Jr. Coll.	Students, 1956-57				Faculty 1956-57				
								Total	Fresh.	Soph.	Spe-cials	Adults	Full-Time	Part-Time		
MINNESOTA																
Publicly controlled																
Austin Junior College	Austin	Reuben I. Meland, Dean	M D A	C	C	District	1940	2	2000	264	70	10	1656	11	13	14
Brainerd Junior College	Brainerd	J. E. Chalberg, Dean	M D A	C	C	District	1938	2	625	72	45	4	504	9	6	11
Ely Junior College	Ely	I. Loso, Dean	M D A	C	C	Local	1922	2	755	87	30	2	636	7	10	9
Eveleth Junior College	Eveleth	E. T. Carlstedt, Dean	M D A N	C	C	Local	1918	2	303	74	30	2	197	5	14	8
Hibbing Junior College	Hibbing	John J. Neumaier, Dean	M D A N	C	C	Local	1916	2	775	254	125	27	369	17	11	21
Itasca Junior College	Coleraine	Harold E. Wilson, Dean	M D A	C	C	District	1922	2	357	134	58	2	163	9	14	12
Rochester Junior College	Rochester	Charles E. Hill, Dean	M D A	C	C	Local	1915	2	2838	214	117	130	2377	20	58	55
Virginia Junior College	Virginia	Floyd B. Moe, Dean	M D N	C	C	Local	1921	2	1271	158	102	5	1006	20	4	22
Worthington Junior College	Worthington	W. Donald Olsen, Dean	M D A	C	C	District	1936	2	508	109	44	28	327	4	10	8
Privately controlled																
Bethany Lutheran College	Mankato	B. W. Teigen, Pres.	M A	C	C	Lutheran	1926	2	102	58	35	9	.....	9	6	12
Concordia College	St. Paul	W. A. Foehler, Pres.	M A	C	C	Lutheran	1905	2	279	146	133	.....	.....	26	3	27
MISSISSIPPI																
Publicly controlled																
Coahoma Junior College (N)	Clarksdale	Benjamin F. McLaurin, Pres.	D	C	C	State	1949	2	365	152	182	31	.....	13	1	13
Copiah-Lincoln Junior College	Wesson	F. M. Fortenberry, Pres.	M D S	C	C	Jt. County	1928	2	459	285	166	8	.....	30	5	32
East Central Junior College	Decatur	W. A. Vincent, Pres.	M D A S	C	C	Jt. County	1928	2	524	317	191	16	.....	36	6	38
East Mississippi Junior College	Scooba	R. A. Harbaur, Pres.	M D A S	C	C	Local	1927	4	247	140	85	22	.....	20	3	21
Hinds Junior College	Raymond	G. M. McLendon, Pres.	M D A S	C	C	County	1922	4	995	390	220	275	110	65	2	66
Holmes Junior College	Goodman	F. B. Branch, Pres.	M D A S	C	C	Jt. County	1925	2	388	251	109	28	.....	24	5	26
Itawamba Junior College	Fulton	Philip A. Sheffield, Pres.	M D A S	C	C	District	1948	2	675	385	285	5	.....	15	14	23
Jones County Junior College	Ellisville	J. B. Young, Pres.	M D A S	C	C	Jt. County	1927	2	1352	576	438	310	28	52	8	55
Meridian Municipal Jr. College	Meridian	J. O. Carson, Dir.	M D A S	C	C	Local	1937	4	500	155	58	8	279	53	1	53
Northeast Miss. Junior College	Booneville	W. H. Hinton, Pres.	M D A S	C	C	Jt. County	1948	2	961	355	223	130	253	27	3	28
Northwest Miss. Junior College	Senatobia	R. D. McLendon, Pres.	M D A S	C	C	Jt. County	1927	2	502	247	168	2	85	26	1	26
Pearl River Junior College	Poplarville	G. H. Johnston, Pres.	M D A S	C	C	Jt. County	1923	2	606	232	107	69	198	31	3	31
Perkinson Junior College	Perkinson	J. J. Hayden, Jr., Pres.	M D A S	C	C	Jt. County	1926	2	532	309	196	27	.....	22	4	24
Southwest Miss. Junior College	Summit	H. T. Huddleston, Pres.	M D A	C	C	Jt. County	1927	2	331	170	90	6	65	21	.....	18
Sunflower Junior College	Moorhead	W. B. Horton, Pres.	M D A S	C	C	Jt. County	1926	2	371	230	93	5	43	18	.....	21
Privately controlled																
All Saint's Episcopal Jr. Coll.	Vicksburg	W. G. Christian, Rector	D	W	W	Episcopal	1908	2	24	7	10	2	5	10	3	10
Clarke Memorial College	Newton	W. L. Compere, Pres.	M D A S	C	C	Baptist	1918	2	335	155	103	20	57	12	2	13

Gulf Park College.....	William G. Dwyer, Pres.	M	DAS	W	Nonprofit	1921	4	207	110	60	37	.....	25	2	26
Mary Holmes Jr. College (N)	Harry A. Brandt, Pres.	.....	D	C	Presby.	1932	2	163	62	100	1	.....	1	10	6
Okolona College (N).....	W. Milan Davis, Pres.	.....	D	C	Episcopal	1932	2	153	66	37	.....	50	3	4	5
Prentiss Normal & Ind. Inst. (N)	J. E. Johnson, Pres.	.....	D	C	Nonprofit	1930	2	105*	65	23	8	9	3	10	11
Wood Junior College.....	Felix Sutphin, Pres.	.....	M	DAS	C	Methodist	1927	2	96	35	9	.....	17	.....	17
MISSOURI															
<i>Publicly controlled</i>															
Flat River Junior College.....	Gayle Simmons, Dean	M	DA	C	District	1922	2	413	142	73	.....	198	4	14	12
Harris Teachers College.....	Glynn E. Clark, Pres.	M	DN	C	Local	1930	2	482	427	155	.....	58	58	.....	58
Jefferson City Junior College	Joe Nichols, Jr., Dean	M	DAN	C	District	1926	4	485	80	44	5	356	42	4	44
Joplin Junior College.....	Maurice L. Litton, Dean	M	DAN	C	Local	1938	2	787	353	154	55	225	26	20	28
Kansas City Junior College of	Miles G. Blim, Dean	M	DAN	C	Local	1915	2	4835	1115	739	62	2919	48	74	97
Moberly Junior College.....	Roy F. Bunin, Dean	M	DA	C	District	1927	2	339	87	45	6	201	7	11	13
St. Joseph Junior College.....	Marion E. Gibbons, Dean	M	DAN	C	District	1915	2	532	331	201	.....	20	3	21	6
Trenton Junior College.....	E. I. Geyer, Dean	M	DA	C	District	1925	2	102	70	32	.....	.....	3	10	6
<i>Privately controlled</i>															
Christian College.....	Kenneth Freeman, Pres.	M	DAN	W	Disc. Chr.	1913	2	523	225	148	105	45	26	10	30
Cotter College.....	Blanche H. Dow, Pres.	M	DAN	W	Nonprofit	1918	2	250	177	70	3	.....	20	8	24
Evangel College.....	Klaude Kendrick, Pres.	M	D ² A ¹	C	A. of God	1955	3	166	113	48	5	.....	22	2	22
Hannibal-La Grange College	L. A. Foster, Pres.	M	DA	C	Baptist	1928	2	339	190	121	28	.....	20	3	21
Kenner Military School.....	Frederick Marston, Dean	M	DAN	M	Propriet.	1923	2	84	47	37	.....	.....	8	1	8
Our Lady of the Ozarks, Coll. of	Very Rev. Michael Deis, Pres.	M	X	M	Catholic	1946	2	27	16	5	6	.....	3	12	11
St. Louis Prep. Seminary.....	Very Rev. E. F. Riley, Rector	.....	DA	M	Catholic	1900	2	102	49	53	.....	.....	2	6	5
St. Mary's Junior College.....	Mother M. B. Springrose, Pres.	.....	DA	W	Nonprofit	1921	2	73*	30	41	2	.....	13	2	14
St. Paul's College.....	Lambert J. Mehl, Pres.	M	D ²	C	Lutheran	1883	2	88	62	26	.....	.....	13	2	23
Southwest Baptist College.....	John W. Dowdy, Pres.	M	DAN	C	Baptist	1921	2	560	245	187	128	.....	22	2	23
Stephens College.....	James Rice, Act. Pres.	M	DAN	W	Nonprofit	1911	3	1485	550	899	36	.....	145	14	153
Wentworth Military Academy	J. M. Sellers, Pres.	M	DAN	M	Nonprofit	1923	2	132	85	44	3	.....	6	10	10
William Woods College.....	Tilford T. Swearingen, Pres.	M	DAN	W	Christian	1900	2	422	244	134	44	.....	29	4	30
MONTANA															
<i>Publicly controlled</i>															
Custer County Junior College	K. D. Smith, Dean	M	D	C	County	1939	2	152	41	8	.....	103	1	14	7
Dawson County Junior College	Harvey A. Larson, Dean	M	D	C	County	1940	2	119	15	3	32	69	11	14	18
Northern Montana College	L. O. Brockmann, Pres.	M	W	C	State	1929	2	422	253	159	.....	10	25	2	25
NEBRASKA															
<i>Publicly controlled</i>															
Fairbury College.....	F. Don Maclay, Pres.	M	D	C	Local	1941	2	460	135	80	45	200	8	12	13
McCook College.....	Ralph G. Brooks, Pres.	M	D	C	District	1926	2	321	179	85	17	40	10	8	14

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								Total	Fresh.	Soph.	Spe- cials	Adults	Full- Time	Part- adant Time	
Norfolk Junior College	Norfolk	Allen P. Burkhardt, Pres.	...	D	C	Local	1942	2	692	179	101	42	370	18	8
Scottsbluff College	Scottsbluff	Otto G. Ruff, Pres.	M	D	C	Local	1931	2	647	199	83	45	320	15	11
Privately controlled															
Luther Junior College	Wahoo	Rev. Theo. E. Johnson, Pres.	...	D A	C	Lutheran	1923	2	137	85	48	4	.....	15	3
NEVADA															
Publicly controlled															
Southern Reg. Div. of Nevada	Las Vegas	William D. Carlson, Dean	M	A W	C	State	1954	2	419	89	45	46	239	20	25
NEW HAMPSHIRE															
Privately controlled															
Colby Junior College	New London	Eugene M. Austin, Pres.	M	D A E	W	Nonprofit	1928	2	501	245	235	21	.....	47	5
NEW JERSEY															
Publicly controlled															
Jersey City Junior College	Jersey City	George M. Maxwell, Dean	M	D M	C	Local	1946	2	700	513	148	39	.....	15	18
Trenton Junior College	Trenton	Henry J. Parcinski, Pres.	M	D	C	Local	1947	2	453	168	121	164	.....	16	5
Privately controlled															
Assumption Junior College	Mendham	Mother M. Augustilde, Pres.	M	D X	W	Catholic	1953	2	27	22	5	.....	.....	4	7
Centenary College for Women	Hackettstown	Edward W. Seay, Pres.	M	D Y M	W	Methodist	1929	2	521	303	218	.....	.....	49	3
Immaculate Conception Jr. Coll.	Lodi	Rev. M. M. Antonette, Pres.	M	D X	W	Catholic	1942	2	43	17	13	13	.....	4	4
Monmouth College	W. Long Branch	Edward Schlaefter, Pres.	M	D M	C	Nonprofit	1933	2	1335	929	308	.....	98	31	22
Mother of the Savior Seminary	Blackwood	Very Rev. Fred. Dorn, Rector	...	D X	M	Catholic	1946	2	22	10	12	.....	.....	5	1
St. Joseph's College	Princeton	Very Rev. Jos. G. Dunne, Pres.	...	D	M	Catholic	1938	2	40	20	20	.....	.....	12	5
Tombrock Junior College	Paterson	Sister M. Gervasia, Dean	...	X	W	Catholic	1956	2	10	.....	.....	.....	.....	2	3
Union Junior College	Cranford	Kenneth C. Mackay, Pres.	M	D M	C	Nonprofit	1933	2	856	322	275	259	.....	17	15
Villa Walsh College	Morrisstown	Mother Ninette Ionata, Pres.	...	D X	W	Catholic	1948	2	99	57	42	.....	.....	9	.....
NEW MEXICO															
Publicly Controlled															
Carlsbad Community College	Carlsbad	Paul H. Johnson, Asst. Dir.	...	N	C	Local	1950	2	176	109	23	21	23	.....	24
New Mexico Military Institute	Roswell	Lt. Gen. Hobart R. Gay, Supt.	M	N	M	State	1915	2	155	112	43	.....	.....	16	.....
NEW YORK															
Publicly controlled															
Auburn Community College	Auburn	C. G. Hetherington, Pres.	...	D A	C	Un. Dist.	1953	2	489	172	77	.....	240	14	15
Broome Tech. Community Coll.	Binghamton	Cecil C. Tyrrell	M	D	C	State	1946	2	933	246	132	5	550	45	.....

Institution	Location	Administrative Head	Membership	Accred- itation	Type	Control or Affiliation	Orig- inal and as a Jr. Col.	Students, 1956-57			Faculty 1956-57		
								Total	Fresh.	Soph.	Spec- ials	Adults	Equi- valent Full- Time
Campbell College	Buie's Creek	Leslie H. Campbell, Pres.	M	D A S	C	Baptist	1926	898	559	305	34	35	5 38
Chowan College	Murfreesboro	Bruce E. Whitaker, Pres.	M	D Y S	C	Baptist	1931	260	170	81	9	20	2 21
Gardner-Webb College	Boiling Springs	P. L. Elliott, Pres.	M	D S	C	Baptist	1928	589	391	133	65	25	8 28
Immanuel Lutheran College (N)	Greensboro	Wm. A. Kampschmidt, Pres.	M	D	C	Lutheran	1931	43	25	13	5	2	3 4
Lees-McRae College	Banner Elk	Fletcher Nelson, Pres.	M	D S	C	Presby.	1930	345	190	155	19	19	3 20
Louisburg College	Louisburg	Cecil W. Robbins, Pres.	M	D Y S	C	Methodist	1855	366	229	118	19	21	2 22
Mars Hill College	Mars Hill	Hoyt Blackwell, Pres.	M	D S	C	Baptist	1921	1130	703	379	48	48	2 49
Mitchell College	Statesville	John Montgomery, Pres.	M	D S	C	Presby.	1922	266	161	61	44	9	2 10
Mount Olive Junior College	Mount Olive	W. Burkette Raper, Pres.	M	D ¹	C	Baptist	1951	77	65	10	2	7	3 8
Oak Ridge Military Institute	Oak Ridge	Col. T. O. Wright, Pres.	M	D	M	Nonprofit	1934	63	33	30	...	7	5 9
Peace College	Raleigh	William C. Presley, Pres.	M	D A S	W	Presby.	1917	300	140	60	50	14	6 16
Pineland Coll. & Edw. Mil. Inst.	Salemberg	Willard J. Blanchard, Pres.	M	D	C	Nonprofit	1926	142	68	41	33	8	6 11
Presbyterian Junior College	Maxton	Louis C. LaMotte, Pres.	M	A S	C	Presby.	1929	240	122	64	24	30	16 4 17
Sacred Heart Junior College	Belmont	Mother M. Maura, Pres.	M	D A S	W	Catholic	1935	204	92	112	...	9	14 12
St. Mary's Junior College	Raleigh	Richard G. Stone, Pres.	M	D A S	W	Episcopal	1900	230	118	81	31	22	9 26
Warren Wilson College	Swannanoa	Arthur M. Baerman, Pres.	M	D A S	C	Presby.	1942	196	104	85	7	12	10 16
Wingate College	Wingate	Budd E. Smith, Pres.	M	D S	C	Baptist	1923	794	382	177	147	88	31 2 32
NORTH DAKOTA													
<i>Publicly controlled</i>													
Bismarck Junior College	Bismarck	Sidney J. Lee, Dean	M	A	C	District	1939	791	281	95	...	415	12 25 17
Devils Lake Junior College	Devils Lake	F. H. Gilliland, Pres.	M	A	C	Local	1941	70	35	20	15	2	7 4
N. D. School of Forestry	Bottineau	C. N. Nelson, Pres.	M	D A	C	State	1925	184	103	62	5	14	1 12
N. D. School of Science	Wahpeton	G. W. Haverly, Pres.	M	A	C	State	1903	1106	703	351	6	46	51 6 54
OHIO													
<i>Publicly controlled</i>													
Univ. of Toledo Junior College	Toledo	Asa S. Knowles, Pres.	M	D A N	C	Local	1938	527	205	31	8	283	70 40
<i>Privately controlled</i>													
Franklin University	Columbus	Joseph F. Frasch, Dir.	M	D	C	YMCA	1918	1084	180	98	400	406	5 33 23
Ohio Mechanics Institute	Cincinnati	Kenneth R. Miller, Pres.	M	D	C	Nonprofit	1919	2738	181	117	19	2421	14 92 55
Salmon P. Chase College	Cincinnati	Richard L. Stanley, Dean	M	D	C	YMCA	1936	560	97	58	155	405	2 28 19
Sinclair College	Dayton	C. C. Bussey, Pres.	M	D	C	YMCA	1924	1467	66	37	440	872	5 72 21
Tiffin University	Tiffin	Richard C. Pfeiffer, Pres.	M	D ² A ²	C	Nonprofit	1924	173	66	37	4	66	5 4 7
Urbana Junior College	Urbana	R. E. Gauvey, Dir.	...	D A ²	C	Ch. of N.J.	1927	65	5	...	5	55	6 3

Institution	Location	Administrative Head	Membership	Accred-itation	Type	Control or Affiliation	Organ-ized as a Jr. Coll.	Students, 1956-57			Faculty 1956-57					
								Total	Fresh.	Soph.	Spec-ials	Adults	Full-Time	Part-Time	Equi-valent Full-Time	
Wilkes-Barre Center York Center	Wilkes-Barre York	W. P. Dickinson, Ad. Head J. B. Menoher, Ad. Head	..... .....	A M A M	C C	State State	1953 1953	2 2	757 1706	113 76	71 68	357 923	216 639	10 7	34 93	19 30
<i>Privately controlled</i>																
Academy of the New Church	Bryn Athyn	Charles S. Cole, Jr., Ad. Head	M	D A M	C	Ch. of N.J.	1924	2	55	31	23	1	.....	7	11	10
Com.Col.&Tech.Inst.of Temple U.	Philadelphia	Wm. A. Schrag, Dean	M	D A M	C	Nonprofit	1947	2	1519	987	532	.....	60	40	70	70
Eastern Pilgrim College	Allentown	R. D. Gunsalus, Pres.	M	D A	C	Pil. Hol.	1943	2	174	23	18	103	30	5	3	6
Franciscan Preparatory Sem.	Hollidaysburg	Fr. A. J. Hankinson, Rector	M	X	M	Catholic	1945	2	20	10	10	.....	.....	5	5	5
Gwynedd Mercy Junior College	Gwynedd	Sister M. Gregory, Dean	M	D X	W	Catholic	1948	2	142	73	66	3	.....	11	12	14
Harcum Junior College	Bryn Mawr	Philip Klein, Pres.	M	D A	W	Nonprofit	1915	2	213	131	79	3	.....	15	10	21
Johnstown Ctr.U. of Pittsburgh	Johnstown	George W. Hoffman, Dir.	M	D A M	C	Nonprofit	1927	2	737	232	229	143	133	27	15	32
Keystone Junior College	La Plume	Blake Tewksbury, Pres.	M	D A M	C	Nonprofit	1934	2	288	171	109	8	.....	16	8	19
Manor College	Fox Chase	Mother M. Euphrosyne, Pres.	M	X	W	Catholic	1947	2	50	18	17	15	.....	3	11	7
Mount Aloysius Junior College	Cresson	Sr. Magdalene O'Reilly, Pres.	M	M D X	W	Catholic	1939	2	122	61	51	10	.....	14	8	18
Penn Hall Junior College	Chambersburg	C. Gordon Frantz, Pres.	M	D A	W	Propriet.	1926	2	138	94	44	.....	.....	5	17	15
Pa. Sch. of Hort. for Women	Ambler	Jonathan W. French, Jr., Dir.	M	D A	W	Nonprofit	1952	2	50	30	18	.....	2	5	7	8
Valley Forge Mil. Jr. Coll.	Wayne	Lt. Gen. M. G. Baker, Supt.	M	D A M	M	Nonprofit	1938	2	118	64	54	.....	.....	7	6	10
Wyoming Polytech. Inst.	Wyoming	J. G. Stoudt, Pres.	M	D A ²	C	Nonprofit	1935	2	621	63	66	.....	492	8	14	11
York Junior College	York	J. F. Marvin Buechel, Pres.	M	D	C	Nonprofit	1941	2	603	239	129	85	150	16	20	26
RHODE ISLAND																
<i>Privately controlled</i>																
Roger Williams Junior College	Providence	H. W. Schaughency, Pres.	M	D	C	Nonprofit	1948	2	377	41	15	177	144	5	42	14
SOUTH CAROLINA																
<i>Privately controlled</i>																
Anderson College	Anderson	E. F. Haight, Pres.	M	D ²	C	Baptist	1930	2	229	124	62	43	.....	12	10	16
Coastal Carolina Junior College	Conway	George C. Rogers, Dir.	M	S	C	Nonprofit	1955	2	108	48	17	28	15	5	2	5
Clinton Junior College	Rock Hill	S. V. Mordland, Pres.	.....	D	C	Nonprofit	1935	2	96	53	43	.....	.....	6	4	8
Friendship Junior College (N)	Rock Hill	James H. Goudlock, Pres.	M	D ² A	C	Baptist	1935	2	274	77	58	124	15	15	2	16
North Greenville Junior College	Tigerville	M. C. Donnan	M	D A	C	Baptist	1934	2	415	272	143	.....	.....	14	7	19
Our Lady of Mercy Jr. College	Charleston	Mother M. Bernard, Pres.	M	X	W	Catholic	1935	2	29	7	12	10	.....	1	10	4
Southern Methodist Jr. College	Aiken	Arlie A. Adkins, Pres.	P	.....	C	Methodist	1956	2	10	5	.....	5	.....	3	4	3
Spartanburg Junior College	Spartanburg	R. B. Burgess, Pres.	M	D ² A	C	Methodist	1927	2	301	199	89	2	11	6	7	9
Voorhes School & Jr. Coll. (N)	Denmark	John F. Potts, Pres.	M	S	C	Episcopal	1929	2	151	94	57	.....	.....	9	2	10
Wesleyan Methodist College	Central	R. C. Mullinex, Pres.	M	A S	C	Methodist	1928	2	65	37	27	1	.....	14	.....	14

SOUTH DAKOTA

Privately controlled

Freeman Junior College	Freeman	M A	C	Menonite	1921	2	85	41	26	18	.....	15	5
Presentation Junior College	Aberdeen	A A	W	Catholic	1951	2	216	37	63	116	.....	9	11
Westington Springs College	Westington Sps.	M A	C	F. Meth.	1918	2	60	39	21	.....	8	3	9

TENNESSEE

Publicly controlled

Univ. of Tennessee, Martin Br.	Martin	M D A S	C	State	1927	2	755	449	285	21	.....	52	5	54
Privately controlled														
Christian Brothers College	Memphis	M S	M	Catholic	1940	2	368	228	130	10	.....	18	10	22
Freed-Hardeman College	Henderson	M D S	C	Ch. of Chr.	1925	2	426	247	160	19	.....	17	9	21
Hiwassee College	Madisonville	M D	C	Methodist	1849	2	313	167	105	5	36	14	4	16
Lee College	Cleveland	M A ²	C	Ch. of God	1941	2	215	119	64	32	.....	27	1	27
Martin College	Pulaski	M S	C	Methodist	1870	2	203	108	77	18	.....	11	5	14
Morristown Norm. & Ind. Coll.	Morristown	M S Y	C	Method. Ep.	1923	2	94	67	27	.....	5	6	9	
Owen College (N)	Memphis	P	C	Baptist	1954	2	206	122	56	4	24	9	3	11
Paul Meek, Dean														
Br. Lambers Thomas, Pres.														
H. A. Dixon, Pres.														
Horace N. Barker, Pres.														
R. Leonard Carroll, Pres.														
J. Fort Fowler, Pres.														
Mrs. M. G. Boyd, Act. Pres.														
Lev Watkins, Pres.														

TEXAS

Publicly controlled

Alvin Junior College	Alvin	M D	C	Local	1949	2	636	141	111	272	112	7	20	19
Amarillo College	Amarillo	M D A S	C	Local	1949	2	3555	1176	369	266	1744	59	61	68
Arlington State College	Arlington	M D S	C	State	1917	2	3620	2035	831	754	135	135	5	138
Blinn College	Brenham	M D A S	C	County	1927	2	758	265	165	15	313	22	4	24
Cisco Junior College	Cisco	M D A	C	Local	1940	2	262	140	81	10	31	16	2	17
Clarendon Junior College	Clarendon	M A S	C	District	1927	2	205	98	75	13	19	11	2	12
Del Mar College	Corpus Christi	M D S	C	District	1935	2	6873	857	432	2474	3110	87	95	107
Frank Phillips College	Borger	M D A S	C	District	1948	2	735	235	100	400	.....	18	16	25
Gainesville College	Gainesville	M D A S	C	District	1924	2	815	600	215	.....	.....	1	8	7
Hardin Junior College	Wichita Falls	M D A S	C	Local	1922	2	1533	674	346	48	465	55	30	61
Henderson County Jr. College	Athens	M D S	C	County	1946	2	575	179	207	19	170	17	10	20
Howard County Junior College	Big Spring	M D A S	C	County	1946	2	1309	599	242	142	326	22	17	27
Jr. Coll. Div., Univ. of Houston	Houston	M D A S	C	Local	1927	2	9696	6471	2904	321	307	32	32	323
Kilgore College	Kilgore	M D A S	C	Un. Dist.	1935	2	1925	723	347	630	225	43	25	50
Laredo Junior College	Laredo	M D A	C	Local	1947	2	1089	265	177	474	173	20	15	28
Lee College	Baytown	M A S	C	Local	1934	2	2376	1308	681	129	258	3	14	7
Navarro Junior College	Corsicana	M D A S	C	County	1946	2	647	318	244	20	65	20	13	24
Odessa College	Odessa	M D A S	C	Local	1946	2	5153	824	611	1210	2508	35	51	45
Pan American College	Edinburg	M D A S	C	County	1927	2	1914	901	565	300	148	45	.....	45
Panola College	Panola	M D A	C	County	1947	2	380	155	60	.....	165	14	7	16
Paris Junior College	Paris	M D A S	C	District	1924	2	1035	329	230	5	471	23	6	25
Ranger Junior College	Ranger	M D A	C	District	1926	2	758	341	280	57	80	30	6	33
St. Philip's College	San Antonio	M D S	C	Un. Dist.	1927	2	1314	709	333	232	40	16	47	34

Institution	Location	Administrative Head	Membership		Accred-itation	Type	Control or Affiliation	Organ-ized as a Jr. Coll.	Students, 1955-56				Faculty 1955-56				
			Total	Fresh.					Soph.	Spec-ials	Adults	Full-time	Equi-valent Full-time				
Publicly controlled																	
San Angelo College	San Angelo	R. M. Cavness, Pres.	M	D A S	C	C	County	1928	2	2216	813	407	256	740	29	47	50
San Antonio College	San Antonio	Wayland P. Moody, Pres.	M	D A S	C	C	Un. Dist.	1925	2	6085	3193	1166	104	1622	65	132	101
South Plains College	Levelland	Thomas M. Spencer, Pres.	P	D ¹	C	C	County	1957	2								
Southwest Texas Junior College	Uvalde	Sterling H. Fly, Pres.	M	D A	C	C	Jt. County	1946	2	418	287	76	27	28	11	4	12
Tarleton State College	Stephenville	E. J. Howell, Pres.	M	D A S	C	C	State	1906	2	1290	754	265	134	137	54	3	56
Temple Junior College	Temple	Newman Smith, Pres.	M	D A S	C	C	District	1926	2	462	278	184			13	10	18
Texarkana College	Texarkana	Henry W. Stilwell, Pres.	M	D A S	C	C	Local	1927	2	1330	784	277	134	135	30	17	33
Texas Southmost College	Brownsville	C. J. Garland, Pres.	M	D A S	C	C	Un. Dist.	1926	2	1241	300	153	47	741	20	25	28
Tyler Junior College	Tyler	H. E. Jenkins, Pres.	M	D A S	C	C	District	1926	2	2674	721	455	150	1348	45	49	63
Victoria College	Victoria	J. D. Moore, Pres.	M	D A S	C	C	County	1925	2	1055	383	248	349	75	14	8	36
Weatherford College	Weatherford	Vernon D. Parrott, Pres.	M	D A S	C	C	County	1921	2	322	203	112	7		14	2	15
Wharton County Junior College	Wharton	J. M. Hodges, Pres.	M	D S	C	C	County	1946	2	816	442	193	10	171	35	1	35
Privately controlled																	
Allen Academy Jr. Coll. Div.	Bryan	N. D. Allen, Jr., Pres.	M	D A	C	C	Nonprofit	1947	2	110	75	35				14	4
Concordia College	Austin	George J. Beto, Pres.	M	A	C	C	Lutheran	1951	2	72	46	24				13	1
Decatur Baptist College	Decatur	Otis Strickland, Pres.	M	A	C	C	Baptist	1897	2	289	174	83	32		14	1	14
Jacksonville College	Jacksonville	Douglas L. Laird, Pres.	M	A ¹	C	C	Baptist	1918	4	185	68	42	75		7	5	9
Le Tourneau Tech. Institute	Longview	R. G. Le Tourneau, Pres.	M	D	M	C	Nonprofit	1946	2	324	191	110	23		19	5	21
Lon Morris College	Jacksonville	C. E. Peoples, Pres.	M	D A S	C	C	Methodist	1912	2	331	162	116	53		13	2	14
Our Lady of Victory College	Fort Worth	Mother Eleanor, Pres.	M	D S	W	C	Catholic	1936	2	93	10	30	53		17	10	16
Schreiner Institute	Kerrville	Andrew Edington, Pres.	M	D S	C	C	Presby.	1924	4	176	101	49	4	22	27	4	29
South Texas Junior College	Houston	W. I. Dykes, Pres.	M	A	C	C	Y.M.C.A.	1948	2	468	295	165	8		12	14	16
Southwestern Bible Inst. Jr. Coll.	Waxahachie	Rev. M. E. Collins, Pres.	M	D A	C	C	A. of God	1944	2	166	97	59	10		5	7	9
Southwestern Junior College	Kenne	C. N. Rees, Pres.	M	D A	C	C	S.D. Adv.	1916	2	200	131	51	18		2	18	8
UTAH																	
Publicly controlled																	
Carbon College	Price	Aaron E. Jones, Pres.	M	W	C	C	State	1938	2	689	290	121	23	255	8	27	19
Dixie Junior College	St. George	Arthur F. Bruhn, Pres.	M	W	C	C	State	1913	2	338	180	109	31	18	26		26
Snow College	Ephraim	J. Elliot Cameron, Dir.	M	W	C	C	State	1922	2	338	205	121	12		21	3	23
Weber College	Ogden	William P. Miller, Pres.	M	W	C	C	State	1922	2	4730	975	518	760	2477	87	107	116
VERMONT																	
Privately controlled																	
Green Mountain College	Poultney	Corbin C. Lyman, Int. Pres.	M	E Y	W	W	Methodist	1931	2	348	194	154			24	4	25
Vermont Junior College	Montpelier	Ralph E. Noble, Pres.	M	D E Y	W	W	Methodist	1936	2	241	138	85	18		17	2	18

VIRGINIA

Publicly controlled

Norfolk Div. Va. St. Coll. (N) Norfolk
William and Mary, Norfolk Div. Norfolk

Privately controlled

Averett College Danville
Bluefield College Bluefield
Ferrum Junior College Ferrum
Marion College Marion
Marymount Junior College Arlington
Shenandoah College Dayton
Southern Sem. and Jr. College Buena Vista
Stratford College Danville
Sullins College Bristol
Virginia Intermont College Bristol
Virginia Theol. Sem. and Coll. Lynchburg

WASHINGTON

Publicly controlled

Centralia Junior College Centralia
Clark College Vancouver
Columbia Basin College Pasco
Everett Junior College Everett
Grays Harbor College Aberdeen
Lower Columbia Junior College Longview
Olympic College Bremerton
Skagit Valley Junior College Mt. Vernon
Wenatchee Valley College Wenatchee
Yakima Valley Junior College Yakima

Privately controlled

Tacoma Catholic Junior College Tacoma

WEST VIRGINIA

Publicly controlled

Potomac St. Coll. of W. Va. U. Keyser

Privately controlled

Beckley College Beckley
Greenbrier College Lewisburg

Lyman B. Brooks, Dir.	M	D S	C	State	1935	2	1955	453	272	167	1063	63	22	70
Lewis W. Webb, Jr., Provost	M	S	C	State	1930	2	4658	825	288	1373	2172	107	29	119
Curtis Bishop, Pres.	M	D A S	W	Baptist	1914	2	337	169	83	8	77	17	9	21
Chas. L. Harman, Pres.	M	D A S	C	Baptist	1922	2	282	191	88	3	18	18	3	20
C. Ralph Arthur, Pres.	M	D A Y	C	Methodist	1936	2	185	140	35	10	14	9	9	14
John H. Fray, Pres.	M	D	W	Lutheran	1913	4	96	48	44	4	14	12	15	15
Rev. Mother Berchmans, Pres.	M	D	W	Catholic	1950	2	213	120	93	8	16	12	22	22
Forrest S. Racey, Pres.	M	D S	C	Ev. U. B.	1924	2	116	69	39	8	4	8	8	8
Margaret D. Robey, Pres.	M	D A	W	Propriet.	1927	4	184	118	66	27	27	2	28	28
John Childs Simpson, Pres.	M	D A	W	Nonprofit	1930	2	214	76	35	56	47	6	15	14
William T. Martin, Pres.	M	D S	W	Nonprofit	1917	2	360	210	125	25	35	3	37	37
Floyd Turner, Pres.	M	D A S	W	Baptist	1912	2	425	135	255	35	32	4	34	34
M. C. Allen, Pres.	...	D	C	Baptist	1888	2	232	100	132	...	...	6	3	7

Frederick C. Kintzer, Dean	M	D W	C	District	1925	2	1273	287	144	32	810	22	5	24
P. F. Gaiser, Pres.	M	D A W	C	District	1933	2	3516	639	403	...	2474	52	62	64
Jack E. Cooney, Dir.	M	D	C	Local	1955	2	1974	352	103	42	1477	23	39	28
Frederic T. Giles, Pres.	M	D W	C	Local	1941	2	4590	900	366	22	3302	50	109	74
Edward P. Smith, Pres.	M	D W	C	District	1930	2	1969	312	153	4	1500	21	38	29
Sigurd I. Rislov, Dean	M	D W	C	District	1934	2	1173	284	166	30	693	24	9	28
L. J. Elias, Dean	M	D W	C	District	1946	2	6767	609	227	2148	3783	49	127	91
George Hodson, Pres.	M	D A W	C	Un. Dist.	1926	2	2230	238	97	197	1698	20	44	30
James M. Starr, Pres.	M	D W	C	District	1939	2	1280	263	107	7	903	21	12	25
Harold A. Hoeglund, Dean	M	D W	C	District	1928	2	2330	542	190	28	1570	31	34	34

Mother M. Edwardine, Pres.	...	D ¹	W	Catholic	1942	2	53	6	...	47	9	3
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E. E. Church, Pres.	M	D A N	C	State	1901	2	578	324	210	44	...	39	1	39
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D. K. Shroyer, Ex. V. Pres.	M	D	C	Nonprofit	1933	2	916	612	292	12	...	21	4	22
John F. Montgomery, Pres.	M	D A	W	Nonprofit	1922	4	178	90	76	12	...	14	...	14

Institution	Location	Administrative Head	Membership	Accred-itation	Type	Control or Affiliation	Organ-ized as Jr. Coll.	Students, 1956-57			Faculty 1956-57		
								Total	Fresh.	Soph.	Spec-ials	Adults	Full-time	Part-time	Equip-ment
WISCONSIN													
Publicly controlled													
Ashland County Teachers Coll.	Ashland	A. J. McDermott, Pres.	D	C	C	County	1956	50	24	26	.....	.....	4
Barron County Teachers Coll.	Rice Lake	Frederick H. Hake, Pres.	D	C	C	County	1956	52	32	20	.....	.....	5
Buffalo County Teachers Coll.	Alma	Milton D. Berlin, Pres.	D	C	C	County	1938	37	17	20	.....	.....	4
Columbia County Teachers Coll.	Columbus	E. G. Wipperfmann, Pres.	D	C	C	County	1955	90	32	32	33	.....	1
Dodge County Teachers Coll.	Mayville	Phyllis Ritter, Pres.	D	C	C	County	1935	63	26	31	6	.....	5
Door-Kewaunee Cty. Teach. Coll.	Algoma	Robert J. Gaulke, Pres.	D	C	C	Jt. County	1909	54	26	28	.....	.....	5
Green County Teachers Coll.	Monroe	John W. Zweitel, Pres.	D	C	C	County	1921	43	22	20	1	.....	5
Juneau County Teachers Coll.	New Lisbon	L. H. Sheffield, Pres.	D	C	C	County	1938	53	32	21	.....	.....	5
Langdale County Teachers Coll.	Antigo	S. M. Calhoun, Pres.	D	C	C	County	1937	52	28	24	.....	.....	5
Lincoln County Teachers Coll.	Merrill	G. T. Longbotham, Pres.	D	C	C	County	1907	28	12	16	.....	.....	4
Manitowoc County Teachers Coll.	Manitowoc	A. B. Thiede, Pres.	D	C	C	County	1937	80	35	37	.....	8	6
Marquette County Teachers Coll.	Marquette	T. K. Hocking, Pres.	D	C	C	County	1940	77	42	35	.....	.....	5
Milwaukee Institute of Tech.	Milwaukee	Wm. F. Rasche, Dir.	M	D	A	Local	1937	2376	105	189	2082	.....	4
Outagamie Cty. Teachers Coll.	Kaukauna	S. W. Ihlenfeldt, Pres.	D	C	C	County	1912	36	19	17	.....	.....	4
Polk County Teachers Coll.	St. Croix Fls.	N. E. Erickson, Pres.	D	C	C	County	1905	44	21	23	.....	.....	4
Racine-Kenosha Cty. Teach. Coll.	Union Grove	Bert P. Vogel, Pres.	D	C	C	Jt. County	1933	129	66	63	.....	.....	8
Richland County Teachers Coll.	Richland Ctr.	Roland A. Koyan, Pres.	D	C	C	County	1938	45	25	20	.....	.....	4
Sauk County Teachers Coll.	Reedsburg	H. H. Thies, Pres.	D	C	C	County	1955	55	31	22	2	.....	5
Sheboygan Cty. Teachers Coll.	Sheboygan Fls.	Bert L. Greenfield, Pres.	D	C	C	County	1934	62	32	30	.....	.....	5
Taylor County Teachers Coll.	Medford	Eugene W. Laurent, Pres.	D	C	C	County	1911	57	24	33	.....	.....	4
Vernon County Teachers Coll.	Viroqua	Victor V. Goss, Pres.	D	C	C	County	1939	82	38	44	.....	.....	5
Wood County Teachers Coll.	Wisc. Rapids	Warren Lensmire, Pres.	D	C	C	County	1903	42	26	16	.....	.....	4
Univ. of Wisconsin Ext. Div.													
Green Bay Extension Ctr.	Green Bay	Roman J. Zorn, Dir.	N	C	C	State	1933	1028	226	47	28	727	8
Kenosha Extension Ctr.	Kenosha	Bernard C. Tallent, Dir.	N	C	C	State	1933	887	244	88	12	543	16
Manitowoc Extension Ctr.	Manitowoc	Myron J. Lowe, Dir.	N	C	C	State	1933	331	86	20	.....	225	23
Marinette Extension Ctr.	Marinette	Joseph J. Gerend, Dir.	N	C	C	State	1936	42	41	.....	1	.....	7
Menasha Extension Ctr.	Menasha	Marshall C. Graft, U. Rep.	N	C	C	State	1933	171	112	50	9	.....	8
Racine Extension Ctr.	Racine	Albert E. May, Dir.	N	C	C	State	1933	1767	311	114	21	1321	22
Sheboygan Extension Ctr.	Sheboygan	Myron J. Lowe, U. Rep.	N	C	C	State	1933	462	100	15	.....	347	14
Wausau Extension Ctr.	Wausau	Henry C. Ahnrsbrak, Dir.	N	C	C	State	1933	739	183	47	7	502	11
Privately controlled													
Concordia College	Milwaukee	Walter W. Stuenkel, Pres.	D	A	M	Lutheran	1881	121	67	37	17	.....	4
St. Francis Minor Seminary	Milwaukee	Rev. Louis E. Riedel, Rector	A	X	M	Catholic	1856	123	54	54	15	8

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St. Lawrence Seminary	Mt. Calvary	Rev. Gratian Zach, Rector	A ² X	1865	3	60	32	15	13	3	7	4
Salvatorian Seminary	St. Nazianz	Rev. Richard Birdsall, Rector	D ² X	1909	2	42	26	16	.....	.....	9	4
WYOMING												
<i>Publicly controlled</i>												
Casper College	Casper	M. F. Griffith, Dean	M D ² A	1945	2	2207	327	152	103	1625	20	45
Goshen County Com. College	Torrington	Albert C. Conger, Dir.	M A N	1948	2	106	32	22	8	44	6	7
Northern Wyoming Com. Coll.	Sheridan	Richard E. White, Pres.	M A N	1948	2	706	165	64	15	462	16	21
Northwest Community College	Powell	J. E. Christensen, Dir.	M A N	1946	2	383	134	141	3	105	15	15
ALASKA												
<i>Publicly controlled</i>												
Anchorage Community College	Anchorage	LeRoy V. Good, Dir.	M D ¹ A W	1954	2	1834	80	15	1097	642	8	31
Juneau Douglas Com. Coll.	Juneau	Dorothy Novatney, Dir.	M A	1956	2	315	.....	.....	.....	315	14	2
Ketchikan Community College	Ketchikan	Tom Ford, Dir.	M D ¹ A W	1954	2	534	33	40	211	250	2	13
<i>Privately controlled</i>												
Sheldon Jackson Junior College	Sitka	Rev. R. R. Armstrong, Pres.	M D	1944	2	47	13	4	.....	30	18	18
CANADA												
<i>Publicly controlled</i>												
Nova Scotia Agric. College	Truro	Kenneth Cox, Prin.	D	1905	2	81	41	40	.....	.....	3	16
Prince of Wales College	Charlottetown	Frank MacKinnon, Prin.	D A	1835	2	540	90	50	400	.....	31	33
<i>Privately controlled</i>												
Campion College	Regina, Sask.	Rev. R. C. Johnston, Rector	D A	1918	2	112	90	22	.....	.....	8	8
Luther College	Regina, Sask.	Rex. H. Schneider, Prin.	M D A	1926	2	333	90	22	221	.....	13	14
Mount Royal College	Calgary, Alberta	John H. Gordon, Prin.	M D A	1931	2	269	130	14	.....	125	12	16
CANAL ZONE												
<i>Publicly controlled</i>												
Canal Zone Junior College	Balboa Hgts.	Roger C. Hackett, Dean	M M	1933	2	691	96	72	66	457	5	12
CUBA												
<i>Privately controlled</i>												
Havana Business University	Vedado, La Habana	Henry L. Mathiot, Pres.	.....	1942	2	738	172	70	200	296	25	31
GREECE												
<i>Privately controlled</i>												
Athens College	Athens	Homer W. Davis, Pres.	.....	1925	2	137	75	62	.....	.....	12	15
HAWAII												
<i>Privately controlled</i>												
The Church Coll. of Hawaii	Laie, Oahu	Reuben D. Law, Pres.	D A ¹	1955	2	291	98	75	118	.....	19	19
Maunaloa College	Paia, Maui	K. C. Leebriek, Pres.	P D A ¹	1950	2	66	28	15	6	17	7	8
PUERTO RICO												
<i>Privately controlled</i>												
Puerto Rico Junior College	Rio Piedras	Ana G. Mendez, Pres.	P D	1949	2	219	129	90	15	17

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